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ABSTRACT

The Southeast Minnesota Educational Cooperative Service Unit (SMECSU) is an organization of public and nonpublic school districts that voluntarily joined together to provide educational programs and services which could best be done cooperatively. Of 54 school districts in the 11-county region, 23 public schools joined SMECSU the first year, along with one nonpublic school. Both large and small schools participated. An assessment of member school needs was done, and communication with member schools and their personnel was handled through a monthly newsletter and special reports. Cooperative efforts were in purchasing, grant proposals, a demonstration project (in planning, evaluating, and reporting) for six of the districts, and inservice education; SMECSU served as a liaison among districts and with other educational agencies and the legislature. A formal evaluation showed high support, participation, and cost effectiveness. Future challenges are to continue responsiveness to local needs, cost effectiveness, liaison functions, to minimize bureaucracy, and to guard SMECSU from outside, special interest influences. The lengthy appendix includes enabling legislation, step-by-step formation of SMECSU, board of directors, program of work, membership list, standing committees, by-laws, budget, and evaluation instrument. (RS)

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1976-1977

SMECSU ANNUAL REPORT

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CHAPTER I

INTRODUCTION

The 1976 Minnesota Legislature enacted legislation which made possible the formulation of an educational cooperative service unit in Southeast Minnesota. The complete statute is found in Appendix A of this document. This development, however, was not the first movement toward the formulation of cooperative organizations of school districts.

The need for such organizations existed for some time and was first met by the development of joint powers organizations throughout the state under the name of Educational Research and Development Councils. These councils differed widely in their focus throughout the state, but basically were research-oriented while some evolved into heavy service-oriented organizations. The Southern Minnesota Educational Research and Development Council (SMERDC) served this function for Southeast Minnesota as well as ten additional counties in Southcentral Minnesota.

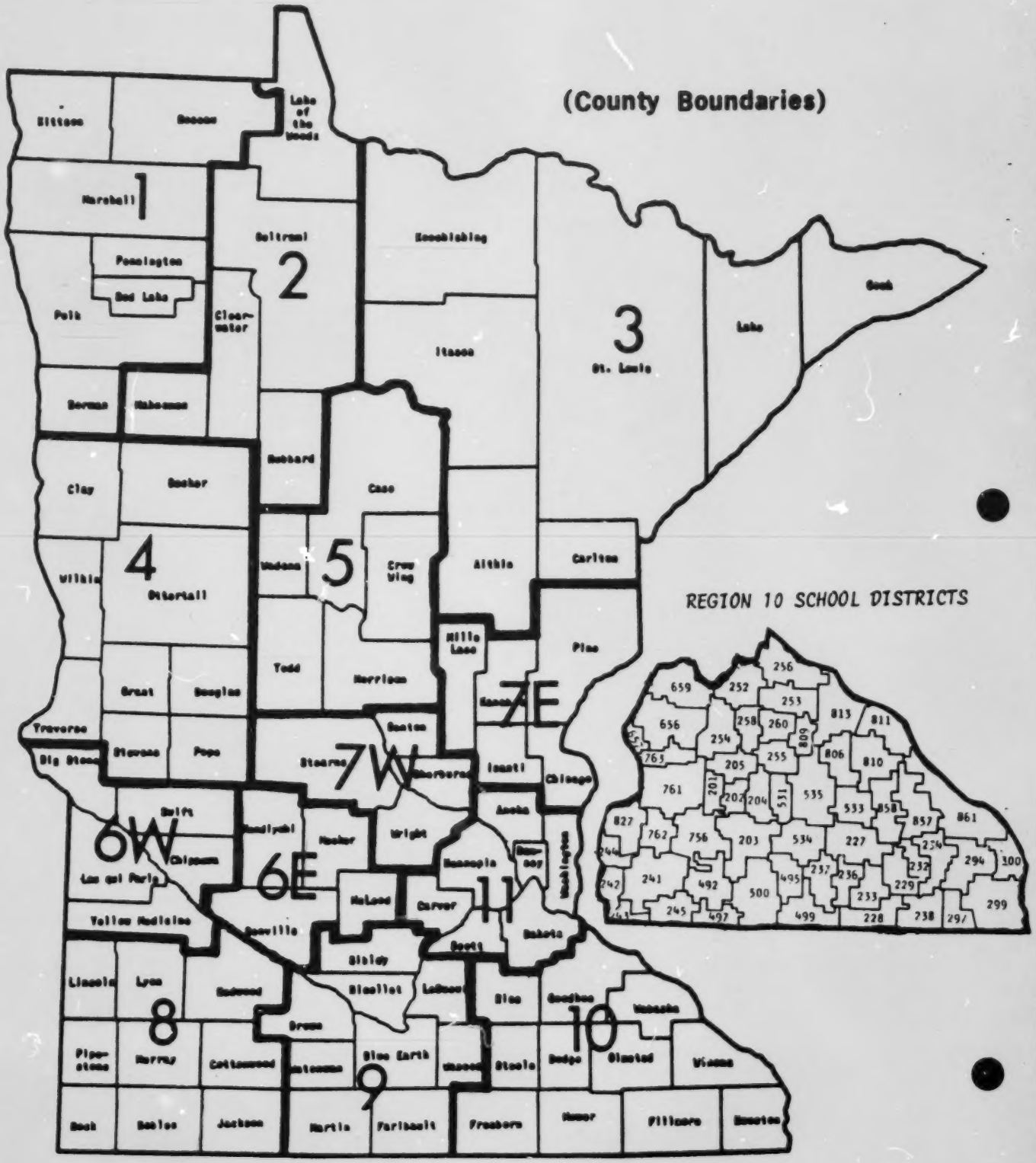
The forerunner to ECSU development in this state was a 1973 pilot Educational Service Area (ESA) which was established by the state legislature in Southwest Minnesota to determine the feasibility of Educational Service Areas for Minnesota. The 1976 permissive legislation allowed other parts of the state to establish Educational Service Areas entitled "Educational Cooperative Service Units". Currently, eight of these units have been formed in Minnesota. The only area not served by an Educational Cooperative Service Unit is Development Region 7E and 7W which is served by an existing Educational Research and Development Council. The map on Figure I on the next page illustrates the various regions in Minnesota and also identifies the fifty-four school districts located in Region 10.

The ECSU regions currently formed in Minnesota are: Region 1 and Region 2 combine to form one ECSU; Region 3; Region 4; Region 5; Region 6E, 6W and 8 combine to form one ECSU; Region 9; Region 10; and Region 11.

THE PURPOSE OF ECSUs was described in the enabling legislation that passed in 1976. This states that the policy of the state shall be to "encourage cooperation in making available to all students those educational programs and services which may most efficiently and economically be provided by a consortium effort of several school districts". The primary purpose of designation as an ECSU, as stated in Section 1 of the legislation, shall be to "perform educational planning on a regional basis and to assist in meeting specific educational needs of children in participating school districts which could be better provided by an ECSU than by the districts themselves". Therefore, school districts participating in the ECSU shall determine those educational programs and services which serve priority needs for that particular region.

FIGURE I

Minnesota Development Regions



Membership in these organizations are voluntary and the control and management of the organization are vested in a Board of Directors elected from current school board members of participating public school districts.

Therefore, each ECSU is a responsive organization to local school district needs. This means that all ECSUs may not be exactly alike. They will perform according to the needs of the member schools. However, each ECSU is:

1. A voluntary organization.

2. A cooperative effort.

3. An extension of the member schools.

Each ECSU is <u>not</u>:

1. An extension of the State Department of Education.

2. A regulatory agency.

3. A mandatory program.

<u>THE SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT</u> (SMECSU) was organized on August 5, 1976. It was initiated by a majority of school districts in Southeast Minnesota as a response to the enabling legislation. Appendix B provides a documentary on the developmental process used in the formation of SMECSU.

The SMECSU is a cooperative organization of public and non-public school districts in Southeast Minnesota who have joined together to provide educational opportunities and services which cannot be provided by individual school districts independently. Member school district administrative units eligible for membership are located in the following eleven Southeast Minnesota counties: Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, Wabasha and Winona.

Membership in the SMECSU is open to Southeast Minnesota schools in the eleven-county area. Both public and non-public schools may participate. However, active membership includes voting privileges and is open to public schools only. The organization is financed by state legislative appropriations and membership fees. This level of financing provides for the basic cost in maintaining the office. All activities, programs and services of the organization are financed programmatically by the users and recipients on an "appropriate share" basis.

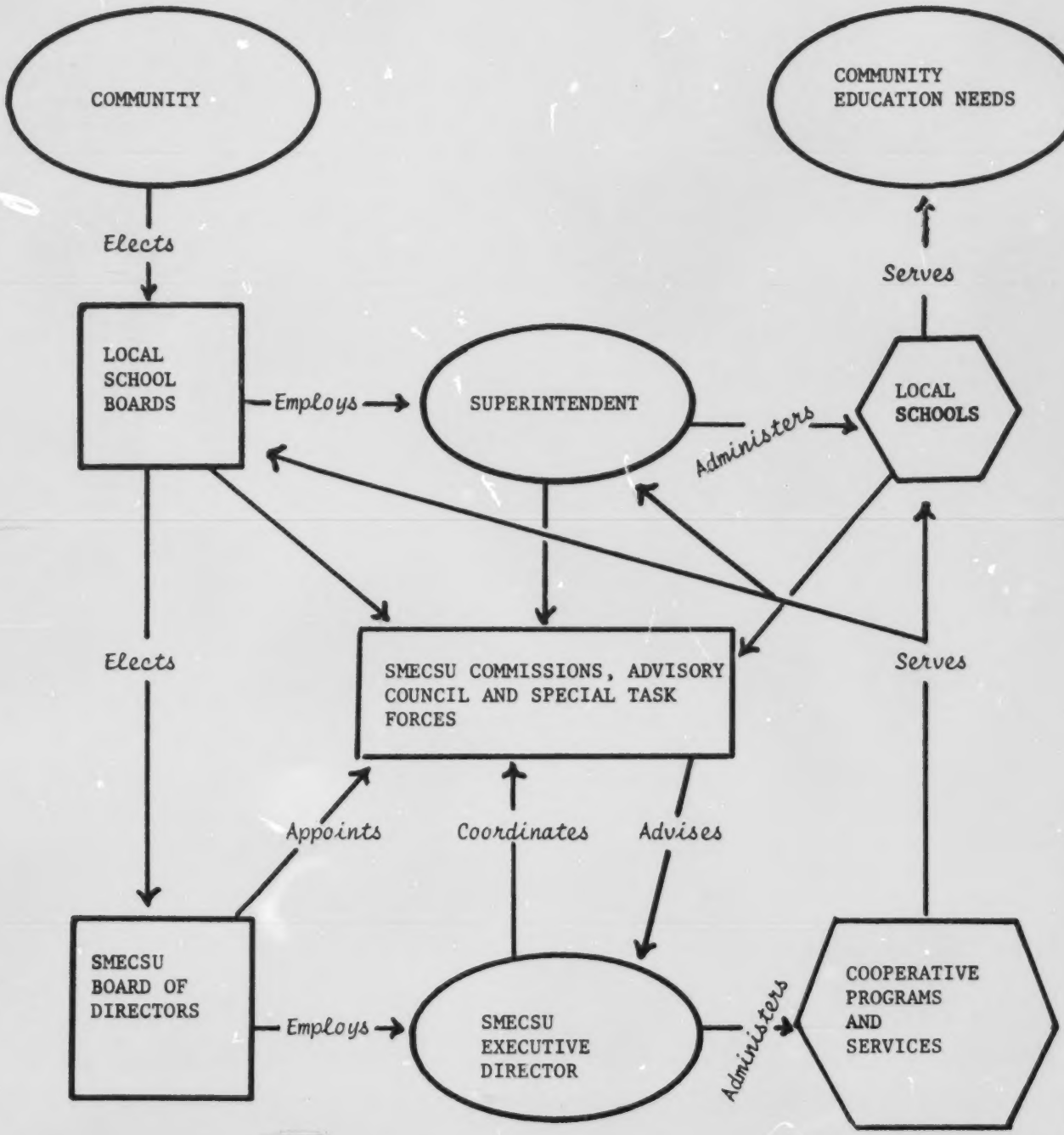
The Board of Directors of SMECSU is composed of eleven members elected for three-year terms from SMECSU member schools. The first Board of Directors is listed in Appendix C.

SMECSU is an extension of its member schools. Figure II illustrates the relationship between the local school district and this cooperative, voluntary organization. This portrayal of SMECSU indicates the "grass-roots" nature of the organization and emphasizes its purpose...to serve the educational needs of Southeast Minnesota schools.

<u>THE PROGRAM OF WORK</u> for the first year of SMECSU emphasized that it would be a year of "development, organization, and assessment". Appendix E contains the complete text of the 1976-1977 Program of Work.

FIGURE II

SMECSU SERVES EDUCATIONAL NEEDS THROUGH THE LOCAL SCHOOL



SMECSU will provide those educational services and programs for children which participating districts determine can best be provided on a cooperative basis. Examples of these are: cooperative purchasing, cooperative film service, equipment repair service, shared staffing, curriculum consultants, etc. SMECSU also provides inservice education for school district personnel which participating school districts determine can best be provided on a cooperative basis. Examples of this type of activity are: inservice education workshops for certified teaching staff and specialists, conferences and workshops for administrative holders, curriculum development workshops, school board seminars, etc.

In addition, SMECSU will provide data collection, analysis and research for decision making. These may include a data collection and reporting system with appropriate analysis which will assist local school boards and administrators in the decision-making process. Examples will include: research studies, computer services through Region 5 MIS Coop, finance studies, fringe benefit studies, staff utilization studies and analysis, etc. SMECSU will also provide an organizational framework for cooperation between and/or among existing and future agencies, cooperatives, regional or state governmental units and school districts for the purpose of facilitating maximum utilization of programs and services and providing for effective communications. These activities involve relationships with and between Southeast Minnesota school districts, the Legislature, and other educational service-oriented agencies.

The Program of Work further indicates that SMECSU will also provide a data base and an organizational framework which will facilitate comprehensive planning for school districts. Participation in these planning efforts will be voluntary as are all other activities of the SMECSU. They include issues and concerns related to declining enrollment, school facilities, planning consultation, intra-district comprehensive planning, etc.

In summary, SMECSU has been organized as a voluntary organization of Southeast Minnesota school districts to provide an opportunity for all school districts, large and small, to join together to plan, develop and deliver those services and programs which can best be done on a cooperative basis.

CHAPTER II

FIRST YEAR OPERATIONAL SUMMARY

MEMBERSHIP:

Twenty-four schools became members during the first year of SMECSU operation. Appendix E lists the total 1976-1977 membership. All but one of these schools are public school districts. The schools ranged in student population from 15 to over 16,000 in K-12. The chart below illustrates the size variation in member schools.

TABLE I

MEMBER SCHOOL SIZE DISTRIBUTION

K-12 Enrollment	Number of Schools	Proportionate of Members In Size Range
Less than 500	3	18 %
500-1000	9	38 %
1000-1500	5	22 %
1500-2000	3	12 %
4500-5000	2	8 %
6500-7000	1	4 %
over 16,000	1	4 %
TOTAL	24	100 %

Membership was widely distributed throughout the SMECSU eleven-county area. Each of these counties had representation except Freeborn located in the Southwest corner of the area. Chart II summarizes the public school district membership by county. Forty-three percent (23) of the 54 public schools joined SMECSU during the first year. However, the enrollment in these 23 member public school districts represented 57 percent of the total enrollment in the 54 school districts. Member public schools have 50,993 students in K-12. The total K-12 enrollment in SMECSU-area public schools is 89,072.

TABLE II

1976-1977 SMECSU MEMBERSHIP BY COUNTY
(PUBLIC SCHOOLS ONLY)

COUNTY	NUMBER OF SCHOOLS	NUMBER OF MEMBER SCHOOLS	% OF MEMBER SCHOOLS IN COUNTY
Dodge	5	4	80 %
Fillmore	8	4	50 %
Freeborn	5	0	00 %
Goodhue	7	4	57 %
Houston	4	1	25 %
Mower	5	1	20 %
Olmsted	5	2	40 %
Rice	3	1	33 %
Steele	4	2	50 %
Wabasha	5	3	60 %
Winona	3	1	33 %
TOTAL	54	23	43 %

MEMBER INVOLVEMENT:

All SMECSU activities are planned, developed, and implemented with member school input through various standing and special committees which provide guidance and counsel to the staff. Appendix F provides a complete set of committee rosters for the 1976-1977 year. Fifty-one different individuals from member schools served on standing committees which meet regularly throughout the year. In addition, special task forces were used to plan certain large-scale or technically-unique programs and services. Memberships on these various committees included boards of education, administrators, teachers, parents, and community citizens.

Each of these committees have specific functions as outlined in Article V of the By-Laws found in Appendix G. Three of the five commissions (Planning, Research and Data, and Liaison) were merged into one commission entitled the Planning, Research and Communication Commission with the adoption of the By-Laws (see the cover note of Appendix G).

MEMBER SCHOOL PROGRAM OF WORK NEEDS ASSESSMENT:

One of the first tasks of the SMECSU after becoming offically organized was to assess the needs of member schools. This needs assessment was designed to identify the current needs for service and expectations for SMECSU as an organization. The data provided a very valuable base of information for the five operational SMECSU commissions as well as for the Board of Directors and the SMECSU staff as they design and develop programs and services for member schools.

The data in this member school needs assessment was collected during site visits to member schools by using a structured-interview technique with the aid of a questionnaire form. The responses on the whole format have been summarized by size of school and by individual school in the data collected. However, the table which follows summarizes only the first thirty-five priority items which were identified in this assessment. A total of 97 questionnaires were processed in this study.

COMMUNICATION WITH MEMBERS:

Early in the organization SMECSU determined that communication with member schools and personnel within these schools was a vital concern. Therefore, communications mechanisms as well as a board policy were initiated.

The SMECSU "BRIEFS" was a monthly newsletter which is sent to each member school, all individuals on commissions, committees, and task forces, and several persons on a "liaison" list. This means of communication provides for short, concise information regarding the operation and activities of the SMECSU. In addition, this newsletter includes capsulated action of the Board of Directors after each meeting.

Special reports and documents are issued several times throughout the year to keep the membership informed on activities and special projects.

RESEARCH STUDY AND DATA COLLECTION:

A major research and data collection project was initiated by SMECSU for the purpose of providing comprehensive planning data for Southeast Minnesota schools. This project was one of the activities of the Research and Data Commission. It grew out of a concern for the proposed reorganization legislation which was taking place in the 1977 legislative session.

This study utilized several sources of information including data from school districts directly through a survey instrument, Minnesota State Department of Education Update--Special Report, information from county auditor offices, and Minnesota School Board Association data collected in their annual salary reports. All of the data is summarized by county in the report which was published in May of 1977 and entitled Comprehensive Planning Data For Southeast Minnesota School Districts.

COOPERATIVE PURCHASING:

The highest priority item in terms of "services needed" by member school districts was cooperative purchasing. Therefore, this became SMECSU's first major service project. This service provided the opportunity for member school districts to pool their purchasing needs for the purpose of obtaining the lowest possible price for the quality of product for service desired. This objective is based on the assumptions that:

1. Quality can be maintained by careful item description and quality.

2. A price differential can be obtained by increasing the quantity of individual items purchased.

3. Competitive bidding can be maintained on a cooperative basis as well as on an individual school basis.

1976 SMECSU MEMBER SCHOOL DISTRICT NEEDS ASSESSMENT SUMMARY[1]

	ITEM[2]	NEED FACTOR[3]	PROGRAM AREAS[4] SERVICES & PROGRAMS	IN-SERVICE	RESEARCH & DATA	LIAISON	PLANNING
1.	In-service for teacher aids	4.88		X			
2.	In-service for food service personnel	4.16		X			
3.	Cooperative purchasing	4.13	X				
4.	In-service for certified teaching staff	3.89		X			
5.	Cooperative film library	3.88	X				
6.	In-service for school administrators	3.79		X			
7.	In-service for secretaries and clerical staff	3.70		X			
8.	In-service for school board members	3.68		X			
9.	In-service for maintenance and custodial personnel	3.64		X			
10.	In-service for specialists and supervisors	3.64		X			
11.	Audio-visual equipment repair	3.56	X				
12.	Centralized teacher resource centers	3.53	X				
13.	Liaison between school districts and the Legislature	3.44				X	
14.	Cooperative planning for alternative education	3.43					X
15.	Assistance in Federal and State grant proposal writing	3.35	X				
16.	Assistance in conducting community needs assessment	3.35			X		
17.	Liaison between existing cooperatives and the Legislature	3.35				X	
18.	On-going planning for continued services and programs	3.35	X				
19.	Federal and State grant coordination	3.32	X				
20.	Mobil curriculum resource centers	3.32	X				

	ITEM	NEED FACTOR	PROGRAM AREAS: SERVICES & PROGRAMS	IN-SERVICE	RESEARCH & DATA	LIAISON	PLANNING
21.	Educational television	3.26	X				
22.	In-service for bus drivers	3.23		X			
23.	Cooperative curriculum development and up-date	3.18	X				
24.	Consultants to aid individual schools in PER	3.15	X				
25.	Research on program evaluation	3.15		X			
26.	Planning for school districts with decreasing enrollments	3.15					X
27.	Mobil instructional laboratories	3.12	X				
28.	Shared legal services (non-negotiation related)	3.09	X				
29.	Shared curriculum consultants	3.07	X				
30.	Liaison between school districts and the State Department of Education	3.07				X	
31.	Vocational centers	3.07	X		X		X
32.	Liaison between school districts in Southeast Minnesota	3.06				X	
33.	Enrollment projections	3.06			X		X
34.	Media and materials production center	3.02	X				
35.	Research on program cost-effectiveness	3.02			X		

[1]A full report of the SMECSU Member School District Needs Assessment is available from the SMECSU Office. Only the first 35 items are summarized in this list.

[2]These "items" are those topical references used in the survey instrument of the needs assessment.

[3]The "need factor" reflects the relative importance that member school personnel placed on the item. A "5" indicates that SMECSU should do this now in the first or second year, a "4" reflects a lessor priority, i.e., within the first three to five years of operation, etc. A "1" indicated that SMECSU should not engage in the item at all.

[4]Program areas were assigned to each item after the survey for categorization purposes only.

The Programs and Services Commission utilized a special task force to assist in the drawing up and implementing of this service. The process and operational guidelines for this service was developed and included: a budget upon which to base service charges, survey procedures, ordering procedures, delivery procedures, and payment procedures.

Although this service was started late in our operational year, 17 schools participated in this cooperative purchasing service. A total purchase of over $88,000 of merchandise (low-volume value) for a total of $48,000. This represents over 48 percent savings for those schools participating in this service. Although this was a modest start for a very cost-saving service, the average saving per participating school was $2300.

PROPOSALS FOR GRANTS:

Two proposals for grant requests were developed by SMECSU during this first year of operation. The first of these was a cooperative project with six participating schools forming a consortium to develop and implement planning, evaluating and reporting in their individual schools. This proposal was submitted as a Title IV-C grant and was funded for $19,999.

The second proposal which was submitted by SMECSU was a project on multi-district cooperative curriculum development and sharing. This project was designed to provide for a multi-district approach to curriculum development and would include a structure insuring that curriculum as an integral component. It focused on the development of a model for this multi-district approach and the implementation of that model in four curriculum areas (English, Math, Reading, and Social Studies) as identified by the member school needs assessment. The proposal was submitted to the Minnesota Council on Quality Education for a projected three-year project. It received a first-round high priority rating but was subsequently not funded by CQE.

PER DEMONSTRATION PROJECT:

As indicated above, the PER Project under Title IV-C was funded for a consortium of six school districts. The primary goal of this project is that upon completion of the project each of the six schools will have achieved compliance with the 1976 PER Statute by developing, with comprehensive community involvement, a statement of educational policy which establishes educational goals, for the school district, a process for achieving those goals, and procedures for evaluating and reporting progress toward these goals. A PER consortium task force composed of one representative from each of the participating school districts has been formed and is charged with the responsibility of developing, implementing, and evaluating the project. This group meets on a monthly basis and is responsible for inter-district liaison and communication.

The SMECSU office coordinates this project and serves as fiscal host. The underlying concept involved in this joint effort is that a small consortium of school districts can, through a cooperative effort, accomplish compliance with both the letter and spirit of the 1976 PER Statute in a manner which is both more effective and more efficient than would have been possible if each district had labored in isolation.

MINNESOTA INFORMATION NETWORK FOR EDUCATORS:

SMECSU serves as "linking agent" for the Minnesota Information Network For Educators (MINE). This state-wide project is funded by a grant from the National Institute for Education (NIE) and physically centered at the Minnesota State De-

partment of Education. The library includes the ERIC collection, a substantial of journals, indexes, abstracts, and reporting services from education, psychology, and sociology. In addition, specialized files focus on contemporary topics such as minority groups, status of women, human resources, disadvantaged and exemplatory practices.

This service is offered to all area educators in Southeast Minnesota. The SMECSU Office becomes the contact point for questions which need researching as submitted by teachers and administrators in SMECSU schools. Topics are submitted and within a short period of time materials are made available either in microfiche, hardcopy, or bibliographical lists.

LIAISON:

SMECSU has performed a liaison function in a variety of ways for Southeast Minnesota schools throughout the past year. This liaison function includes communication between districts in Southeast Minnesota as well as communication between districts and other educational agencies. Considerable efforts were made in providing an additional communication link with the State Department of Education and the Minnesota State Legislature.

INSERVICE EDUCATION ACTIVITIES:

SMECSU played a very important role in the area of inservice education for Southeast Minnesota school district personnel during its first year of operation. Over 2000 persons attended workshops, conferences, or seminars sponsored by or jointly-arranged by SMECSU and other organizations. These inservice activities ranged from video maintenance workshops to energy education workshops to time management for school secretaries.

This cooperative effort of providing inservice education allowed school districts to obtain cost-effective inservice education as well as uniquely-designed inservice activities based on existing needs in the local school districts. In addition to activities which were solely generated and sponsored by SMECSU, several other agencies cooperated in these efforts. They included the Minnesota State Department of Education, the University of Minnesota, equipment companies, etc. The Inservice Education Commission provided a valuable input to the activities undertaken in this inservice effort.

ANNUAL BUDGET:

The operational budget approved by the Board of Directors for the first year of operation totalled $52,919. The income from this budget was $45,450 of legislative appropriation and $7,469 from membership fees. Appendix H contains the 1976-1977 approved budget.

CHAPTER III

EVALUATION

SMECSU has now completed its first year of operation here in Southeast Minnesota. This year was one of development, organization, and assessment. It was one of new experiences and new dimensions in cooperative efforts among school districts.

Evaluation of this first year of activity has been done informally as well as through a formal-structured method. The informal evaluation has taken place in discussions from commission and board members. The major focus of these discussions has been centered around the following concerns:

1. Does the organization provide a structure for cooperative efforts which will enhance the delivery of educational services to children in Southeast Minnesota?

2. What are the anticipated reasons for the level of membership (23 of 54)?

3. Are member schools involved in the organization and will the organizational structure provide for effective decision making?

4. Can "equity" be maintained in the provision of service and the sharing of expenses among school districts of various sizes?

5. Have the activities of the past year provided for member needs?

6. Have the activities been cost-effective?

The formal evaluation was accomplished by the Advisory Council. This Council serves as an external review committee for the SMECSU organization and advises the Board of Directors and the staff on various issues and concerns. The instrument used in this process is found in Appendix I. The following 54 statements represent the findings of this formal evaluation:

1. Seventy percent agree that the current membership level is a good start for the first year of operation of SMECSU. The other 30 percent strongly agreed.

2. Sixty percent agreed that more non-public schools should be encouraged to join. Thirty percent were undecided, 10 percent strongly disagreed.

3. Sixty percent agreed that a membership of 30 public schools for 1977-1978 is a reasonable goal. Ten percent were undecided, 10 percent strongly agreed, and 20 percent disagreed (they felt more should be sought as members).

4. There was mixed reaction regarding whether or not non-public schools should be charged a membership fee on the exact same basis as public schools. Fifty percent agreed or strongly agreed while 30 percent were undecided and 10 percent disagreed.

5. Ninty percent felt the present membership dues were reasonable. Ten percent disagreed.

6. Eighty percent felt that the Board was geographically well-balanced. Twenty percent were undecided.

7. Seventy percent agreed or strongly agreed that the Board is well-balanced according to size of school. Thirty percent were undecided.

8. One hundred percent agreed that the Board has done an acceptable job in governing the affairs of SMECSU.

9. Sixty percent agreed that the staffing seems to be adequate for the present year of activity. Forty percent were undecided.

10. Eighty percent agreed that a contract for staffing services with the University of Minnesota should be continued. Ten percent were undecided, 10 percent disagreed.

11. One hundred percent agreed or strongly agreed that the leadership provided by the Executive Director was adequate.

12. Ninty percent agreed that the Board is allocating an appropriate amount of the budget for "personnel". Ten percent were undecided.

13. Eighty percent agreed that more staff will be needed as services are increased. Twenty percent disagree.

14. Sixty percent agreed that the revised organizational chart is better than the first model. Thirty percent were undecided.

15. Sixty percent were agreed that the revised organizational chart seems to provide an effective model for operation. Thirty percent were undecided.

16. Sixty percent felt that the organizational structure provides for effective decision making. Forty percent were undecided.

17. Ninty percent agreed that the communication and flow of information to the membership is adequate. Ten percent disagree.

18. Eighty percent agreed that the size of the commissions are adequate. Ten percent were undecided and 10 percent disagreed. (It was felt that the Advisory Council was too large by those who disagreed.)

19. One hundred percent felt that the By-Laws were adequate.

20. The involvement of member schools in the operation of the SMECSU is about right according to 80 percent. Twenty percent disagreed.

21. The SMECSU "BRIEFS" does an adequate job of communicating to the membership according to 90 percent. Ten percent disagreed.

22. Eighty percent agreed or strongly agreed that the membership on the commissions and committees is an adequate cross-section of the member school personnel. Twenty percent were undecided.

23. Ninty percent agreed or strongly agreed that the needs assessment was an adequate sample of member school needs. Ten percent were undecided.

24. Ninty percent felt that the needs assessment provided necessary information while 10 percent were undecided.

25. Ninty percent agreed that the results of the needs assessment indicate that SMECSU service development is "on target". Ten percent undecided.

26. Ninty percent agreed that similar needs assessment is needed each year. Ten percent undecided.

27. The By-Laws Committee was about the right size according to 80 percent.

28. Eighty percent also agreed that the By-Laws Committee adequately defined their role.

29. Ninty percent agreed that the By-Laws Committee performed adequately.

30. Eighty percent agreed that the Advisory Council was about the right size. Twenty percent strongly disagreed.

31. Sixty percent agreed that the Advisory Council had adquately defined their role while 20 percent were undecided and 20 percent disagreed.

32. Sixty percent agreed that the Advisory Council performed adequately. Thirty percent were undecided while 10 percent strongly disagreed.

33. Eighty percent agreed that the Planning Commission was about the right size while 20 percent were undecided.

34. Seventy percent agreed that the Planning Commission adequately defined their role. Thirty percent were undecided.

35. Seventy percent agreed that the Planning Commission performed adequately while 30 percent were undecided.

36. Seventy percent agreed that the Liaison Commission was of the right size. Thirty percent were undecided.

37. Sixty percent agreed that the Liaison Commission adequately defined their role while 40 percent were undecided.

38. Sixty percent agreed that the Liaison Commission performed adequately while 40 percent were undecided.

39. The Research and Data Commission was about the right size according to 70 percent. Thirty percent were undecided.

40. Sixty percent agreed that the Research and Data Commission defined their role while 30 percent were undecided and 10 percent disagreed.

41. Seventy percent agreed that the Research and Data Commission performed adequately while 20 percent were undecided and 10 percent disagreed.

42. The Programs and Services Commission was about the right size according to 80 percent while 20 percent were undecided.

43. The Programs and Services Commission adequately defined their role according to 80 percent while 20 percent were undecided.

44. Eighty percent agreed that the Programs and Services Commission performed adequately while 20 percent were undecided.

45. Seventy percent agreed that the Inservice Education Commission was about the right size while 30 percent were undecided.

46. Seventy percent agreed that the Inservice Education Commission adequately defined their role while 20 percent were undecided and 10 percent disagreed.

47. Seventy percent agreed that the Inservice Education Commission had performed adequately while 20 percent were undecided and 10 percent were disagreed.

48. The level of activity and service provided by SMECSU was adequate for the first year according to 100 percent.

49. One hundred percent either agreed or strongly agreed that the activities and services provided by SMECSU were economical.

50. Eighty percent agreed or strongly agreed that the activities and services saved dollars for member schools while 10 percent were undecided and 10 percent were disagreed.

51. Ninty percent agreed that "equity" among the membership was maintained in the delivery of services and activities. Ten percent were undecided.

52. Sixty percent agreed that the 1977-1978 Plan of Work is "on target" while 40 percent were undecided.

53. SMECSU should play an extensive role in school district planning as outlined by the Legislature was agreed upon by 40 percent. Twenty were undecided, 30 percent disagreed, while 10 percent strongly disagreed.

54. The Advisory Council should meet quarterly was agreed or strongly agree by 100 percent of the responses.

As indicated above, this formal evaluation was accomplished by the Advisory Council. This Advisory Council was a group of individuals that were not intimately involved with the planning and development of SMECSU activities. None of them served actively on any of the commissions or task forces. Therefore, this group is "an external review committee". This arrangement, however, creates some problems in total understanding of the activities and involvements of the organization. After the evaluation was completed, the committee reflected on the results and were convinced that some changes need to be made in the Advisory Council structure. These changes include more intimate involvement with the activities as well as less meetings throughout the year---quarterly seems to be advisable. It was generally agreed that the superintendents in the SMECSU area should have increased input and advise to the SMECSU organization.

SUMMARY:

All indications seem to point toward a very successful first year of operation for SMECSU. The organization does provide a structure for cooperative efforts to take place. It is working well. It can be accomplished on a voluntary basis. Member involvement in planning and developing of activities seems to be at a very high level. The only concern in this aspect seems to be that the "democratic process" could ultimately slow progress down.

The success of the activities and the satisfaction of the service seems to indicate a very high level support for things that were done and accomplished this past year. All activities served high priority needs. Most activities had a high level of member participation. These activities have been cost-effective through prudent operation and has saved individual school districts considerable dollars.

The level of membership is an understandable one by the members of the organization. The fear of "regionalism" seems to be a very important factor in the "wait-and-see" attitude regarding the joining of SMECSU by individual school districts. It is generally agreed that this is a very satisfactory start for the organization and all indications point toward memberships for the coming year.

CHALLENGES FOR THE YEAR TO COME:

The challenges that lie before this organization are many. School districts do want to cooperate. School districts want and need cost-effective services and programs. Several challenges remain for this organization. They include:

1. To continue to be a responsive organization to local school district needs.

2. To continue to develop and provide cost-effective services and programs.

3. To continue to provide inter-district and inter-agency liaison (area public and private school districts, educational cooperatives, other agencies serving the educational community, State Department of Education, and the Legislature).

4. To continue to refrain from becoming a cumbersome, over-whelming, bureaucratic, governmental agency by guarding against the building of an empire on one extreme and getting lost in the process of cooperation in the other.

5. To guard the future role of SMECSU from outside influences of "mandates" and "special interests".

APPENDIX A

MINNESOTA STATUTE 123.58

FORMATION OF EDUCATIONAL COOPERATIVE SERVICE UNITS

This statute becomes law by action of the 1976 Minnesota State Legislature. The contents are copies of that section found in Laws Relating to the Minnesota Public School System, 1976 Edition.

123.58 EDUCATIONAL COOPERATIVE SERVICE UNITS. Subdivision 1. **Declaration of policy.** It is declared to be a policy of the state to make general and uniform educational opportunities available to all school children in the state. In striving toward this equalizing of educational opportunity, the policy of the state shall be to encourage cooperation in making available to all students those educational programs and services which may most efficiently and economically be provided by a consortium effort of several school districts.

Subd. 2. **Establishment of educational cooperative service units.** (a) In furtherance of this policy, ten educational cooperative service units are designated. The units, should they become operational, shall be termed educational cooperative service units, hereafter designated as ECSU. Geographical boundaries for each ECSU shall coincide with those identified in governor's executive orders 8, dated September 1, 1971, and 59, dated May 29, 1973, issued pursuant to the regional development act of 1969, Minnesota Statutes, Sections 462.381 to 462.397, with the following exceptions:

(i) Development regions one and two shall be combined to form a single ECSU;

(ii) Development regions six east and six west shall be combined to form a single ECSU;

(iii) Development regions seven east and seven west shall be combined to form a single ECSU.

The ECSU shall cooperate with the regional development commission for the region with which its boundaries coincide but shall not be responsible to nor governed by that regional development commission.

(b) The geographic location of the central administrative office of a school district shall determine the membership of the total school district in a particular ECSU. Existing school district boundaries shall not be altered as a result of Laws 1976, Chapter 8.

(c) Two or more identified ECSU units may, upon approval by a majority of school boards of participating school districts in each affected ECSU, be combined and administered as a single ECSU unit but state assistance shall be allocated on the basis of two or more ECSU units.

(d) The initial organization of each ECSU may occur only upon petition to the state board of education by a majority of all school districts in an ECSU. The state board of education shall, upon receipt of such petition, invite representation from all public school districts in an ECSU at a regional meeting. The state board of education shall then assist in the necessary organizational activities for establishment of an ECSU pursuant to the requirements of Laws 1976, Chapter 8.

Subd. 3. **Purpose of ECSU.** The primary purposes of designation as an ECSU shall be to perform educational planning on a regional basis and to assist in meeting specific educational needs of children in participating school districts which could be better provided by an ECSU than by the districts themselves. The ECSU shall provide those educational programs and services which are determined, pursuant to subdivision 8, to be priority needs of the particular region and shall assist in meeting special needs which arise from fundamental constraints upon individual school districts.

Subd. 4. **Membership and participation.** Full membership in an ECSU shall be limited to public school districts of the state but non-voting associate memberships shall be available to non-public school administrative units within the ECSU. Participation in programs and services provided by the ECSU shall be discretionary and no school district shall be compelled to participate in these services under authority of Laws 1976, Chapter 8, except that all school districts whose central administrative offices are within that ECSU whose boundaries coincide with those of development region 11 shall participate in the planning and planning research functions of that ECSU. No planning or planning research decision of that ECSU shall be binding on these region 11 districts. Non-public school students and personnel may participate in programs and services to the extent allowed by law.

Subd. 5. **Governing board.** (a) The care, management, and control of an ECSU shall be vested in a board of directors composed of not less than six nor more than 15 members. Members of the ECSU board of directors shall be current members of school boards of participating public school districts. Election to the ECSU board of directors shall be by vote of all current school board members of participating public school districts with each school board member having one vote.

(b) At the initial election, not less than six nor more than 15 members shall be elected at large from the ECSU, one-third of the members for a one year term from July 1 next following the election, one-third of the members for a two year term, and one-third of the members for a three year term, to serve until a successor is elected and qualifies; provided that if the number of members is not evenly divisible by three, the membership will be as evenly distributed as possible among one, two, and three year terms with the remaining members serving the three year term. Elections shall occur after the third Tuesday in May but not later than June 15, or within 90 days following the filing of the initial petition with the state board of education. Thereafter, members shall be elected to serve a term of three years beginning on July 1 next following the election.

(c) Notwithstanding any contrary provisions in (a) and (b), the school boards of districts within that ECSU whose boundaries coincide with those of development region 11 may form a representative assembly composed of one current school board member from each district. The care, management, and control of that ECSU shall be vested in the representative assembly if one is formed. The representative assembly shall elect an executive committee of not less than six nor more than 15 members to terms as provided in clause (b) to have those powers and to carry out those duties delegated to it by the representative assembly. In the election of its executive committee, the representative assembly shall establish such electoral districts as necessary to ensure proportional representation based on school enrollments within the ECSU. The provisions of clauses (d), (e), (f) and (g) of this subdivision shall apply to the executive committee of this ECSU.

(d) A vacancy on the board which results in an unexpired term shall be filled by appointment by the board of directors until such vacancy can be filled at the next annual election.

(e) The first meeting of the ECSU board shall be at a time mutually agreed upon by board members. At this meeting, the ECSU board shall choose its officers and conduct any other necessary organizational business. The ECSU board may, in its discretion, appoint up to three superintendents of school districts within the ECSU as ex officio, non-voting members of the board.

(f) The officers of the ECSU board shall be a chairman, vice chairman, clerk and treasurer, no two of whom when possible shall be from the same school district.

(g) A member of the ECSU board shall have the same liability applicable to a member of an independent school board.

Subd. 6. **Duties and powers of ECSU board of directors.** The board of directors shall have authority to maintain and operate an ECSU. Subject to the availability of necessary resources, the powers and duties of this board shall include the following:

(a) The board of directors shall submit within 90 days after the filing of the initial petition with the state board of education and by June 1 of each year thereafter to the state board of education and to each participating school district an annual plan which describes the objectives and procedures to be implemented in assisting in resolution of the educational needs of the ECSU.

(b) The ECSU board of directors may provide adequate office, service center, and administrative facilities by lease, purchase, gift, or otherwise, subject to the review of the state board of education as to the adequacy of the facilities proposed.

(c) The ECSU board of directors may employ a central administrative staff and other personnel as necessary to provide and support the agreed upon programs and services. The board may discharge staff and personnel pursuant to provisions of law applicable to independent school districts. ECSU staff and personnel may participate in retirement programs and any other programs available to public school staff and personnel.

(d) The ECSU board of directors may appoint special advisory committees composed of superintendents, central office personnel, building principals, teachers, parents and lay persons.

(e) The ECSU board of directors may employ service area personnel pursuant to certification standards developed by the state board of education and the board of teaching.

(f) The ECSU board of directors may enter into contracts with school boards of local districts including school districts outside the ECSU area.

(g) The ECSU board of directors may enter into contracts with other public and private agencies and institutions which may include, but are not limited to, contracts with Minnesota institutions of higher education to provide administrative staff and other personnel as necessary to furnish and support the agreed upon programs and services.

(h) The ECSU board of directors shall exercise all powers and carry out all duties delegated to it by participating local school districts under provisions of the ECSU bylaws. The ECSU board of directors shall be governed, when not otherwise provided, by the provisions of law applicable to independent school districts of the state.

(i) The ECSU board of directors shall submit an annual evaluation report of the effectiveness of programs and services to the school districts within the ECSU and the state board of education by September 1 of each year following the school year in which the program and services were provided.

(j) The ECSU board is encouraged to establish cooperative, working relationships with post-secondary educational institutions in the state.

Subd. 7. **Appointment of an advisory council.** There shall be an advisory council selected to give advice and counsel to the ECSU board of directors. This council shall be composed of superintendents, central office personnel, principals, teachers, parents, and lay persons. A plan detailing procedures for selection of membership in this council shall be submitted by the ECSU board of directors to the state board of education.

Subd. 8. **Educational programs and services.** Pursuant to subdivision 6, and rules and regulations of the state board of education, the board of directors of each operational ECSU shall submit annually a plan to the school districts within the ECSU and the state board of education. The plan shall identify the programs and services which are suggested for implementation by the ECSU during the following school year and shall contain components of long range planning determined by the ECSU in cooperation with the state board of education and other appropriate agencies. The state board of education may review and recommend modification of the proposed plan and conduct ongoing program reviews. These programs and services may include, but are not limited to, the following areas:

(a) Administrative services and purchasing

(b) Curriculum development

(c) Data processing

(d) Educational television

(e) Evaluation and research

(f) In-service training

(g) Media centers

(h) Publication and dissemination of materials

(i) Pupil personnel services

(j) Regional planning, joint use of facilities, and flexible and year-round school scheduling

(k) Secondary, post-secondary, community, adult, and adult vocational education

(l) Individualized instruction and services, including services for students with special talents and special needs

(m) Teacher personnel services

(n) Vocational rehabilitation

(o) Health, diagnostic, and child development services and centers

(p) Leadership or direction in early childhood and family education

(q) Community services

(r) Shared time programs.

Subd. 9. **Financial support for the educational cooperative service units.** (a) Financial support for ECSU programs and services shall be provided by participating local school districts and non-public school administrative units with private, state and federal financial support supplementing as available. The ECSU board of directors may, in each year, for the purpose of paying any administrative, planning, operating, or capital expenses incurred or to be incurred, assess and certify to each participating school district and non-public school administrative unit its proportionate share of any and all expenses. This share shall be based upon the extent of participation by each district or non-public school administrative unit and shall be in the form of a service fee. Each participating district and non-public school administrative unit shall remit its assessment to the ECSU board as provided in the ECSU bylaws. The assessments shall be paid within the maximum levy limitations of each participating district. No participating school district or non-public school administrative unit shall have any additional liability for the debts or obligations of the ECSU except that assessment which has been certified as its proportionate share or any other liability the school district or non-public school administrative unit agrees to assume.

(b) Any property acquired by the ECSU board is public property to be used for essential public and governmental purposes which shall be exempt from all taxes and special assessments levied by a city, county, state or political subdivision thereof.

(c) A school district or non-public school administrative unit may elect to withdraw from participation in the ECSU by a majority vote of its full board membership and upon compliance with the applicable withdrawal provisions of the ECSU organizational agreement. Upon receipt of the withdrawal resolution reciting the necessary facts, the ECSU board shall file a certified copy with the state board of education. The withdrawal shall be effective on the June 30 following receipt by the board of directors of written notification of the withdrawal at least six months prior to June 30.

Notwithstanding the withdrawal, the proportionate share of any expenses already certified to the withdrawing school district or non-public school administrative unit for the ECSU shall be paid to the ECSU board.

(d) The ECSU is a public corporation and agency and its board of directors may make application for, accept and expend private, state and federal funds that are available for programs of educational benefit approved by the state board of education in accordance with regulations adopted by the state board of education pursuant to chapter 15. The state board of education shall not distribute special state aid or federal aid directly to an ECSU in lieu of distribution to a school district without the ECSU which would otherwise qualify for and be entitled to this aid without the consent of the school board of that district.

Subd. 10. **Joint powers act.** Nothing in Laws 1976, Chapter 8 shall restrict the authority granted to school district boards of education by section 471.59.

[*1975 c 271 s 6; 1976 c 8 s 1; 1976 c 222 s 27*]

APPENDIX B

THE FORMATION OF SMECSU

The documents contained in this appendix represent the developmental steps used in the formation of SMECSU. They are:

		PAGE
1.	The Southeast Minnesota Needs Assessment.	B-1
2.	The SMECSU Task Force	B-5
3.	The Agenda of the Organizational Meeting - May 20, 1976.	B-7
4.	The First Year SMECSU Ballot for the Board of Directors	B-8
5.	Active Membership Resolution.	B-11
6.	Associate Membership Resolution	B-12
7.	The Dues Structure.	B-13

SOUTHEAST MINNESOTA NEEDS ASSESSMENT

The Southern Minnesota Educational Research and Development Council (SMERDC) Needs Assessment study conducted during January and February of 1976 identified the existing cooperative efforts between and among school districts in Southeast Minnesota. It also identified those educational services which were not being met. The data from the study was reported in two documents distributed to all public and non-public schools in the 11-county area. These two documents were:

1. Progress Report, Educational Cooperative Service Unit, Region 10; Southern Minnesota Educational Research and Development Council; January 23, 1976.

2. Progress Report: Phase Two, Unmet Needs and New Programs, Educational Cooperative Service Unit, Region 10; Southern Minnesota Educational Research and Development Council; March 1, 1976.

This study reported that considerable cooperative activities already exist in Southeast Minnesota. These cooperative efforts included administrative services, curriculum and instruction programming, shared staffing, student personnel services, special education staffing and programming, and research and development activiites. Table 2.1 summarizes the most popular cooperative efforts that were reported.

The second phase of the Needs Assessment study focused on the unmet needs for programs and services. Although, as the previous table illustrates, there currently is considerable cooperative ventures between and among school districts in Southeastern Minnesota. There is need for increased services and programs as well as an increased desire by more schools to become involved in such efforts.

Although the study did not focus on the **causes** for this increased need, most informal discussion centered around: higher costs (salaries and all supplies); decreased revenues; decreasing enrollments; increased demands placed on the individual school districts from the public, legislature, and the State Department of Education; and levy limitations which have placed a rigid ceiling on increases. These pressures are causing school districts to search for new alternatives to provide educational programs and services to local students.

The study identified three areas of needs which school districts feel are unmet and which they feel could appropriately be met through cooperative efforts with other school districts in the area. These areas of need are: (1) Administrative services; (2) Programs and Services for Curriculum and Instruction; and (3) Research and Development.

TABLE 2.1

EXISTING COOPERATIVE EFFORTS IN SOUTHEAST MINNESOTA

	SCOPE OF EXISTING COOPERATION IN NUMBER OF SCHOOLS			TYPE OF COOPERATION IN NUMBER OF SCHOOLS	
Service/Program	*Public*	*Non-Public*	*Total Percent*	*Formal Cooperative*	*Informal Arrangement*
1. Shared Special Education Director	51	0	52%	51	0
2. Shared Psychologist	29	19	49%	5	43
3. Shared Speech Teacher	27	9	37%	1	35
4. MECC Computer Cooperative	29	1	31%	30	0
5. Shared Transportation	2	28	31%	0	30
6. Title II and IV Programs	0	28	29%	0	28
7. Film Library	19	8	28%	19	8
8. Special Education Recreation Programs	22	1	24%	22	1
9. Special Education T.M.R. Programs	1	22	24%	1	22
10. Shared Textbooks (Chapter 396)	2	19	22%	0	21
11. Title I Program	1	18	20%	0	19
12. Shared Ag/Voc Teachers	10	8	19%	0	18
13. Special Education E.M.R. Programs	18	0	19%	0	18
14. Vocational Centers	15	0	16%	15	0
15. Shared Research On Vocational Needs	12	0	13%	0	12

The three lists below represent the highest priority needs reported by school districts as being "unmet" and which could be provided by an Educational Cooperative Service Unit. The needs in the lists are reported in rank order of their perceived appropriateness for an Educational Cooperative Service Unit responsibility.

I. General Administrative Services

1. Liaison activities with other agencies.
2. In-service education for the certified teaching staff.
3. In-service education for the certified specialists and supervisors.
4. In-service education for school administrators.
5. Cooperative participation, planning, and grant application in federal programs.
6. Public information service.
7. Long-range planning for facilities, staffing and programs.
8. Legal services
9. In-service for non-certified personnel (clerical, food service, transportation, etc.)
10. Purchasing
11. In-service for school board members.
12. Accounting services and assistance.
13. In-service for para-professionals (aids, volunteers, etc.)
14. Auditing of school accounts.
15. School census.

II. Program and Services For Curriculum and Instruction

1. Curriculum consultation.
2. Innovative curriculum and instructional programming.
3. Audio-visual library and services.
4. Vocational education programs.
5. Educational programs for institutionalized children.
6. Testing services.
7. Staff development programs.
8. Remedial instructional programs and services.
9. Special education programs and services.
10. Curriculum development.
11. Teacher evaluation.
12. Mobil library services.
13. Nature studies center.
14. Innovative early childhood and kindergarten education.
15. Curriculum evaluation and up-date.

III. Research and Development Services

1. Special research projects on instruction and curriculum.
2. Cost effectiveness studies.
3. Facility use research projects.
4. Finance studies.
5. Pupil performance evaluation studies.
6. Staffing studies.
7. Program and services evaluation.
8. Salary and fringe benefit studies.

9. Community services surveys.
10. Enrollment projections.
11. Pupil testing and screening.
12. Personnel hiring and screening.
13. Educational television.
14. Negotiations services and research.
15. Computer availability and research.

In summary, this Needs Assessment study revealed that considerable cooperative effort has begun in this part of the state but that many unmet needs for programs and services still remain. The study reflects broad support for the concept of an Educational Cooperative Service Unit providing for these needs on an area-wide basis. School districts are going to need more alternatives for supplying the necessary educational programs and services for children at a local level. Many of these can be met through cooperation.

SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE

SERVICE UNIT TASK FORCE

The Southern Minnesota Educational Research and Development Council (SMERDC) Board formed a Task Force composed of superintendents and school board members from this 11-county Southeast Minnesota area to provide the leadership for the development of an Educational Cooperative Service Unit. This Task Force has a representative from the Board of Directors of SMERDC, four superintendents and four school board members. An effort was made to provide as broad a representation from across the 11 counties as possible.

The legislation provides for areas in Southeast Minnesota to be congruent to the boundaries of Development Region 10. These 11 counties are: Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, Wabasha, Winona.

The Task Force was charged with the responsibility of:

1. Administering the petitioning process.
2. Review and plan developmental timelines.
3. Review various models of organization.
4. Develop proposed by-laws.
5. Develop proposed goals and objectives.
6. Develop a proposed work plan.
7. Develop a proposed financing structure.
8. Organize the Information/Organizational meeting
9. Administer the implementation of an Educational Cooperative Service Unit until a Board of Directors is elected.

The Task Force held their first organizational meeting on April 6. Table 3.1 lists the membership of this group.

A reference document including a comprehensive, current summary of the information gathered and dealt with by this Task Force was was published and disseminated to all public school board members and each non-public school administrative unit in the 11-county area. The title of this document is: Resource Information on the Proposed Southeast Minnesota Educational Cooperative Service Unit (May 20, 1976).

TABLE 3.1
TASK FORCE

FOR THE SOUTHEAST MINNESOTA

EDUCATIONAL COOPERATIVE SERVICE UNIT

Greg Abnet Box 99, Route #2 LaCrescent, Mn. 55947	School Board Member LaCrescent Public Schools 507/895-4636
Bert Ingvalson Blooming Prairie Minnesota 55917	School Board Member Blooming Prairie Public Schools 507/437-3351
Janet Kneale 920 Elton Hills Drive Rochester, Mn. 55901	School Board Member Rochester Public Schools 507/288-3244
John Linbo Hayfield Minnesota 55940	School Board Member Hayfield Public Schools 507/584-6875
John Messerli 700 St. Paul Road Faribault, Mn. 55021	Superintendent Faribault Public Schools 507/334-6497
Norm Miller 504 Lyndale Avenue Spring Valley, Mn. 55975	Superintendent Spring Valley Public Schools 507/346-7432
Bill Sandberg 711 West Tenth Street Wabasha, Mn. 55981	Superintendent Wabasha Public Schools 612/565-3559
Elmer Slostad Preston Minnesota 55965	Superintendent Preston Public Schools 507/765-3843
Robert Aarsvold 600 Burr Oak Street Chatfield, Mn. 55923	SMERDC Board Representative Chatfield Public Schools 507/867-4210
Dean L. Swanson University of Minnesota Rochester Center 2120 East Center Street Building #4 Rochester, Mn. 55901	SMERDC Executive Secretary University of Minnesota 507/288-4584

INFORMATIONAL ORGANIZATIONAL MEETING
FOR
POSSIBLE SOUTHERN MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT

7:00 p.m.
May 20, 1976
Holiday Inn South,
Rochester, Minnesota

6:45 P.M. .... REGISTRATION AND COFFEE

7:15 P.M. .... WELCOME AND CALL TO ORDER
Dr. George Snyder, SMERDC President
Moderator: Janet Kneale, Task Force Chairperson

* Establishment of Meeting Purpose
Dr. Gayle Anderson, Office of Planning and Development,
State Department of Education

* SMERDC ... a historical sketch

* The Enabling Legislation (Chapter 8)

* A Proposed Mission Statement

* Direct Benefits of Cooperations ... A Proposed Plan of Work

* A Proposed Dues Structure

* Organizational Concerns

* Implementation Plan and Timeline

* Questions, Suggestions, Concerns ...

SOUTHEASTERN MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT

SMECSU OFFICIAL BALLOT

Please return by July 25, 1976.

Minnesota Statute 123.58 provides that the care, management and control of an ECSU shall be vested in a board of directors who shall be current members of school boards of participating public school districts. Election to this governing board shall be by vote of all current school board members of participating public school districts with each school board member having one vote.

Eleven members will be elected to the SMECSU governing board by means of this mail ballot. Length of term will be determined by the total number of votes received - the four persons receiving the greatest totals will have three-year terms, the next four will have two-year terms, and the next three will have one-year terms. Each board member may vote for eleven nominees.

Election judges will count ballots and report the results to all participating school districts in the SMECSU. Judges for this election will be Robert Aarsvold, Superintendent, Chatfield schools; Greg Abnet, School Board member, LaCrescent; and George Snyder, President, Southern Minnesota Educational Research & Development Council.

Nominees are listed in alphabetical order. The information provided about each nominee was included on the nomination petition form received from the board of the participating district.

Voting instructions: You may vote for eleven directors. Voting deadline is July 1976. Ballots not postmarked by July 25 will not be counted. A return envelope is enclosed for your convenience.

☐ JAMES ALBRIGHT - District 813, Lake City

Five years school board member, serving in all offices of the board; served on board negotiating for two teacher agreements; represents board on Community School Program Board of Directors; occupation - Project Engineer for a metal working machine tool company; past community service - Campfire Girls Board of Directors, 6 yr; Firearms Safety instructor, 4 yr; Committee Chairman for Community Chest and Bicycle Safety programs; past church service - Treasurer, Trustee, Board member, and served on various committees.

☐ RONALD BARNES - District 228, Harmony

Elected to Board of Education only one year ago; however since that time has proven himself to be a well informed member; is vitally interested in the schools and in a quality educational program; realizes this can only be accomplished through cooperation; what he lacks in total experience is made up by his dedication to doing an excellent job.

☐ GARY BIRMINGHAM - District 260, Zumbrota

Zumbrota High School graduate 1960; Rochester Community College 1969 (business administration); school board member since July 1973, re-elected 1976; served as Treasurer 1975-76; member Community Education board, 2 yr; in 4th year on Citizens' Advisory Council.

☐ ANN BROWNELL - District 858, St. Charles

Several years on St. Charles Board of Education (both Clerk and Chairperson) has headed several community organizations.

☐ GLADYS CARROLL - District 534, Stewartville

Three years as school board member; has a strong interest in education; would have time and desire to attend meetings; speaks mind and will persist in viewpoint until compromise is necessary; is prompt and dependable.

☐ ROLAND (BUD) DUNKLE - District 255, Pine Island

Has been school board member for five years; Treasurer for one year, Chairman for past three years; very active in promoting bond issue for building addition, building a new running track, adding lights to football field, organizing community council, building tennis courts, driver's range and taking over operation of swimming pool by the school; initiated SLBP program; very active in community affairs - Lions Club, Kiwanis Club and the Methodist Church of Pine Island.

☐ DEAN HINDAL - District 205, West Concord

Seven years on Board of Education; successful farmer; four children in school; interested and active in Regional Educational Cooperative idea.

☐ JANET KNEALE - District 535, Rochester

Participated in and served as Chairman of interim Task Force of school board members and SMERDC members for proposed formation of SMECSU; attended national conference on educational cooperative service units sponsored by National Institute of Education and American Assn. of School Administrators (June 1976); appointed by Board of Directors of MSBA as one of three voting delegates for NSBA Convention Delegate Assembly (April 1976); three years local board experience; recently re-elected for three-year term.

☐ DONALD KUNDE - District 258, Wanamingo

Board member for six years, re-elected to third term July 1, 1976; Treasurer for five years; occupation - salesman for Morman Feeds; farmer with large hog operation.

☐ JOHN LINBO - District 203, Hayfield

Long-time board member in Hayfield; on Task Force for SMECSU; Chairman Region 10 Governor's Council; Banker in Sargeant; Active in community, school and county activities

☐ FRANK LITTLE - District 233, Preston

Hundreds of hours spent speaking at country schools, public events, etc., to accomplish consolidation of three communities to become Preston-Fountain Independent School District No. 233. Proposed new addition and remodeling to high school which was voted down, but presently plans to review for vote again this fall; served on committee for teachers' salaries and has been Chairman for last four years - negotiations settled promptly and without conflict with faculty or community; Chairman of Advisory Committee for Veterans' Agriculture Class; "Outstanding School Board Member" from Fillmore County in 1974; works very cooperatively with superintendent and spends many hours on matters pertaining to school business; finds necessary time for dedicated service.

☐ MILO MATHISON - District 237, Spring Valley

Member of Board of Education

☐ WAYNE MOORE - District 763, Medford

Farmer - 600 acres; ten year member of school board - Chairman three years; member Steele County Zoning Board.

☐ A. DUANE PETERSBURG - District 201, Claremont

School Board member - five years - Chairman for three years; PTSA Chairman; University of Minnesota County Extension Committee member - five years; Dodge County FmHA Committee member - three years - Chairman one year; successful farmer; occupation - Production Control Supervisor, Josten's - nine years.

☐ JOHN L. PHILLIPPE - District 300, La Crescent

School Board member - five years; Clerk of Board for three years; member of teacher negotiation committee for one year; active in local community and political affairs; member of the clergy.

☐ GLEN POLYARD - District 811, Wabasha

Retired from military; works in Assessor's office; elected to Board July 1, 1976; attended informational meeting.

☐ ERWIN D. SORENSON - District 656, Faribault

Officer in Faribault Federal Savings and Loan; officer and active in Rice County Association for Retarded Children; selected as Outstanding Citizen by Faribault JC's - 1975; President - Faribault Board of Education; Officer and active in Our Saviors Lutheran Church.

☐ KATHY SPEER - District 806, Elgin

Clerk of School Board; Salary Negotiations Committee; State High School League Representative; Community Education Advisory Council Representative; DFL District Convention delegate, and member of resolutions committee; strong interest in development of ECSU.

☐ STEPHEN C. WRIGHT - District 492, Austin

Nine years member of Board of Education - one year as Chairman; member of many committees for Board of Education (Meet and Confer, negotiations, school district objectives committees, etc.)

SMECSU Official Ballot_____

ACTIVE
MEMBERSHIP RESOLUTION
SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT

Whereas Minnesota Statute (Chapter 8, 1976 Legislation) allows school districts to join together and provide services cooperatively through an educational cooperative service unit, and

Whereas the interim Task Force appointed by the Southern Minnesota Educational Research and Development Council (SMERDC) is providing the leadership and guidance for the organization of the Southeast Minnesota Educational Cooperative Service Unit (SMECSU), and

Whereas the Board of Directors for the SMECSU will be elected from those active member school districts who join by July 1, 1976.

Therefore, be it resolved that School District #_____ of _____, Minnesota join the Southeast Minnesota Educational Cooperative Service Unit (SMECSU) on this _____ day of _____ (month), 1976. Be it further resolved that the SMECSU shall assess this school district the appropriate membership fee for the 1976-1977 year after the fee structure has been approved by the Board of Directors. It is understood that this fee shall not exceed $800 for the 1976-1977 year and that it represents our district's proportionate share of any anticipated expenses for the 1976-1977 school year.

OFFICIAL SIGNATURES:

_____ _____

Board Chairperson *Board Clerk*

NOTE: This resolution should be returned to:

Dr. Dean L. Swanson
Executive Secretary
Southern Minnesota Educational
Research & Development Council
2120 East Center Street
Building #4
Rochester, Minnesota 55901

ASSOCIATE
MEMBERSHIP RESOLUTION
SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT

Whereas Minnesota Statute (Chapter 8, 1976 Legislation) allows school districts to join together and provide services cooperatively through an educational cooperative service unit, and

Whereas the interim Task Force appointed by the Southern Minnesota Educational Research and Development Council (SMERDC) is providing the leadership and guidance for the organization of the Southeast Minnesota Educational Cooperative Service Unit (SMECSU), and

Whereas the Board of Directors for the SMECSU will be elected from those active member school districts who join by July 1, 1976.

Therefore, be it resolved that Non-Public Minnesota School named _____ *of* _____, *Minnesota join the Southeast Minnesota Educational Cooperative Service Unit (SMECSU) on this* _____ *day of* _____(month), *1976. Be it further resolved that the SMECSU shall assess this school district the appropriate membership fee for the 1976-1977 year after the fee structure has been approved by the Board of Directors. It is understood that this fee shall not exceed $800 for the 1976-1977 year and that it represents our district's proportionate share of any anticipated expenses for the 1976-1977 school year.*

OFFICIAL SIGNATURES:

_____ _____

Board Chairperson *Board Clerk*

NOTE: This resolution should be returned to:

Dr. Dean L. Swanson
Executive Secretary
Southern Minnesota Educational
Research & Development Council
2120 East Center Street
Building #4
Rochester, Minnesota 55901

DUES STRUCTURE

The Board of Directors approved the following Dues Structure for the 1976-1977 year. It is based on the assumption that the basic membership fee should not be a flat fee only but should account for differences in school size in the determination of "the proportionate share" which contains a maximum amount which will provide for appropriate decision making on the part of school districts as they consider the question of "joining" the Southeast Minnesota Educational Cooperative Service Unit.

1976-1977 DUES STRUCTURE

"Be it resolved that active and associate members be assessed a membership fee of $150 plus 10 cents per (K-12) pupil enrollment for the 1976-1977 operational year as their proportionate share of all anticipated administrative, planning, operating, or capital expenditures. No school shall be assessed more than $800 for this membership fee. The enrollment data for 1975-1976 shall serve as the base.

Be it further resolved that member school districts shall also be assessed a proportionate share of the costs of all programs and services which they choose to purchase from the SMECSU which are not included in the basic membership fee."

APPENDIX C

1976-1977 SMECSU BOARD OF DIRECTORS

BOARD OF DIRECTORS
1976-1977

NAME	DISTRICT	TERM OF OFFICE
James Albright	#813, Lake City	2 years
Gary Birmingham	#260, Zumbrota	2 years
Roland (Bud) Dunkle	#255, Pine Island	1 year
Dean Hindal	#205, West Concord	2 years
Janet Kneale	#535, Rochester	3 years
John Linbo	#203, Hayfield	3 years
Wayne Moore	#763, Medford	3 years
A. Duane Petersburg	#201, Claremont	1 year
John L. Phillippe	#300, La Crescent	1 year
Erwin D. Sorenson	#656, Faribault	3 years
Kathy Speer	#806, Elgin-Millville	2 years

EX-OFFICIO MEMBERS

John Messerli	#656, Faribault	1 year
Norman Miller	#237, Spring Valley	1 year
William Sandberg	#811, Wabasha-Kellogg	1 year

APPENDIX D

1976-1977 PROGRAM OF WORK

PROGRAM OF WORK

The first year of operation for a Southeast Minnesota Educational Cooperative Service Unit (SMECSU) will be a year of development, organization, and assessment. The Task Force recommends the Board of Directors focus on structuring a sound organizational unit and provide quality services and programs rather than quantity.

1. EDUCATION SERVICES AND PROGRAMS FOR CHILDREN

To provide those educational services and programs for children in the region which participating districts determine can best be provided on a cooperative basis.

A. Establish a "SMECSU Area Directory of Educational Services and Programs" by surveying area school districts to determine existing cooperative efforts and to provide area school districts with information about these existing services and programs. This directory may include data on cooperative efforts among school districts as well as with other agencies.

B. Conduct a needs assessment of school districts in the region to determine which educational needs for services and programs are not currently being met by local districts and/or existing cooperative efforts and identifying those which might best be met by a region-wide or other cooperative arrangement.

C. Provide the necessary educational services and programs on a cost-effective basis determined by the Board of Directors as a part of the ECSU Annual Program of Work. High priority services may include shared staff for districts who determine similar staffing needs, and the development of cooperative purchasing for cooperative audio-visual (media) resources and services.

D. Establish a "clearing house" or "referral service" for participating school districts to obtain information on existing educational services and programs available in the region and to "channel" new service and program needs.

2. INSERVICE EDUCATION FOR INDIVIDUAL SCHOOL DISTRICT PERSONNEL

To provide inservice education for school district personnel in the region which participating school districts determine can best be provided on a cooperative basis.

A. Conduct a needs assessment of school districts in the region to determine the need for inservice education for school board members, administrators, certified teaching and special staff, non-certified staff, and parents. This may include training, retraining, updating, or continuing education efforts.

B. Provide the necessary inservice education programs on a cost-effective basis determined by the Board of Directors as a part of the ECSU Annual Program of Work. High priority inservice activities may include a fall and spring Staff Development Fair for certified staff, non-certified staff, and school board members; selected workshops and clinics on a "traveling basis" to individual school districts; and courses necessary for the certification of new personnel needing certification.

C. Establish a "clearing house" and "information source" for participating school districts to obtain information on existing inservice opportunities and to "channel" new inservice needs.

3. RESEARCH AND DATA FOR INDIVIDUAL SCHOOL DISTRICT DECISION MAKING

To establish a data collection and reporting system with appropriate analysis which will assist local school boards and administrators in the decision-making process.

A. Conduct a data system survey to determine needs for collective data and records.

B. Develop a working relationship with MIS/MECC to provide for needs as identified in "A" above.

C. Provide cost-effective data on services provided by the ECSU as well as other programs identified for study by the Board of Directors and included in the Annual Program of Study. Programming may include an area-wide staffing and finance study.

4. INTER-AGENCY/INTER-DISTRICT LIAISON FOR SCHOOL DISTRICTS

To provide an organizational framework for cooperation and liaison between and/or among existing and future agencies, cooperatives, regional or state governmental units, and school districts in the region for the purpose of facilitating maximum utilization of programs and services provided by said organization and providing for effective communication.

A. Establish a liaison with those agencies, cooperatives, and organizations identified in the "SMECSU Area Directory of Educational Services and Programs". This may take the form of individual relationships or joint committee relationships.

B. Establish a "SMECSU Area Education Inter-District/Inter-Agency Advisory Committee On Information Systems" as provided in Minnesota Statute Chapter 8, 1976, Subdivision 6(d) including representation for the State Department of Education, MIS, MECC, State Planning Agency, and Region 10 Development Commission. The purpose of this committee shall be to coordinate the collection, planning and administrative data information to establish an efficient format and eliminate duplication and/or collection of data in non-comparable forms. Membership in this committee will be determined by Board of Directors action.

C. Establish a liaison relationship between participating school districts in the region and the Minnesota Legislature. This relationship will provide for information to local school districts regarding legislation affecting Southeastern Minnesota school districts. In addition, it will establish an organized framework for school districts to provide in-put to the legislative process on behalf of participating schools as directed by the Board of Directors.

D. Establish a liaison relationship between participating school districts in the region and the Minnesota Department of Education. This relationship will provide for information to local school districts on current and forthcoming policies, procedures and mandates. In addition, it will establish an organized framework for school districts to provide in-put to the State Department of Education on behalf of participating schools as directed by the Board of Directors.

5. EDUCATIONAL PLANNING FOR SCHOOL DISTRICTS IN THE REGION

To provide a data base and an organizational framework which will facilitate long-range planning for school districts in the region.

A. Provide an organizational framework to assist participating school districts in comprehensive educational programs and facilitate planning.

B. Provide long-range comprehensive educational planning liaison between participating school districts in the region and other governmental agencies participating in the "SMECSU Area Education Inter-District/Inter-Agency Advisory Committee On Information Systems".

APPENDIX E

1976-1977 MEMBERSHIP LIST

The following are the current school districts who are members of SMECSU...effective March 1977.

DISTRICT	COUNTY	DISTRICT NO.
Austin	Mower	492
Claremont	Dodge	201
Dodge Center	Dodge	202
Elgin-Millville	Wabasha	806
Faribault	Rice	656
Goodhue	Goodhue	253
Harmony	Fillmore	228
Hayfield	Dodge	203
LaCrescent	Houston	300
Lake City	Wabasha	813
Lanesboro	Fillmore	229
Medford	Steele	763
Owatonna	Steele	761
Pine Island	Goodhue	255
Preston	Fillmore	233
Rochester	Olmsted	535
St. Charles	Winona	858
Spring Valley	Fillmore	237
Stewartville	Olmsted	534
Wabasha	Wabasha	811
Wanamingo	Goodhue	258
West Concord	Dodge	205
Zumbrota	Goodhue	260

Non-Public School

Laura Baker	Northfield, Mn.

APPENDIX F

1976-1977 STANDING COMMITTEES

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Planning Commission	F-7

SMECSU ADVISORY COUNCIL

Mr. Glen Polyard (lay citizen)
625 Jefferson Avenue
Wabasha, Mn 55981

Dr. Gene Sorenson (school board)
1650 Third Avenue NE
Rochester, Mn 55901

Dr. Robert Whaley (central office)
Coffman Building
Rochester, Mn. 55901

C. A. Landgrebe (principal)
Spring Valley High School
Spring Valley, Minnesota 55975

Ms. Ruth Murray (school board)
Route #2
Claremont, Minnesota 55924

Mrs. Maxine Harris (teacher)
635 Main Street
LaCrescent, Minnesota 55947

Mr. Roger Ryan (school board)
Harmony
Minnesota 55939

Ms. Emily K. Elton (principal)
225 Third Avenue S.W.
Harmony, Minnesota 55939

Mr. LeRoy Miller (parent)
Medford High School
Medford, Minnesota 55049

Dale Hauch (superintendent)
Elgin-Millville Public Schools
Elgin, Minnesota 55932

Robert Jorstad (superintendent)
Stewartville Public Schools
500 Fourth Street S.W.
Stewartville, Minnesota 55976

Mr. Richard Schleich (parent)
555 West Bridge
Owatonna, Minnesota 55060

Mr. Everett Freiheit (lay citizen)
Zumbro Falls, Minnesota 55991

Mr. Harold Bremer (parent)
Rural Route #3
Lake City, Minnesota 55041

Carroll L. Lehman (superintendent)
Pine Island Public Schools
Pine Island, Minnesota 55963

Mr. Gary Fehring (lay citizen)
St. Charles, Minnesota 55972

Ms. Lucille Rupprecht (school board)
St. Charles, Minnesota 55972

Don Anderson (superintendent)
St. Charles Public Schools
Highway 14 East
St. Charles, Minnesota 55972

Mr. Dan Kutzler (lay citizen)
Dodge Center, Minnesota 55927

Richard Trumble (superintendent)
District Admin Building
202 Fourth Avenue N.E.
Austin, Minnesota 55912

John Meisch, Jr. (teacher)
Wabasha-Kellogg Public Schools
611 Broadway
Wabasha, Minnesota 55981

Mr. Bruce Blatti (central office)
202 Elm Street
Stoddard, Wisconsin 54658

CONSTITUTION AND BY-LAWS COMMITTEE

NAME	ADDRESS	CLASSIFICATION	TELEPHONE NUMBERS BUSINESS	HOME	TERM OF OFFICE
John Linbo, Chairman	Sargeant Minnesota 55973	SMECSU Board	507/477-2112	507/584-6881	
James Etrheim	LaCrescent Public Schools Lancer Boulevard LaCrescent, Minnesota 55947 624 South Seventh Street LaCrescent, Minnesota 55947	Principal	507/895-4481	507/895-2256	1 year
Jennings Johnson	Rochester Public Schools Central Junior High School 517 First Street S.W. Rochester, Minnesota 55901 504 15th Street N.W. Rochester, Minnesota 55901	Principal	507/285-8876	507/289-9174	2 years
Wayne Moore	Rural Route #1 Medford, Minnesota 55049	SMECSU Board	507/451-6324	Same	

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SERVICES AND PROGRAMS COMMISSION

NAME	ADDRESS	CLASSIFICATION	TELEPHONE NUMBERS BUSINESS	HOME	TERM OF OFFICE
P. F. Tornow, Chairman	Harmony Public Schools 145 Main Avenue South Harmony, Minnesota 55939	Superintendent	507/886-6464	507/886-3322	1 year
Ronald Anderson	Austin Public Schools District Administration Building 202 Fourth Avenue N.E. Austin, Minnesota 55912 1008 First Avenue N.W. Austin, Minnesota 55912	Central Office (Director of Instruction)	507/437-6631 Ext. 215	507/437-4704	1 year
Kathy Speer	Elgin Minnesota 55932	SMECSU Board	507/876-2900	Same	
John Sheehan	West Concord Public Schools 600 First Street West Concord, Minnesota 55985 204 Main Street West Concord, Minnesota 55985	Principal	507/527-2293	507/527-2521	2 years
Paul Styve	Rochester Education Association 717 Third Avenue S.E. Rochester, Minnesota 55901 6602 Meadowbrook Street S.E. Rochester, Minnesota 55901	Teacher	507/288-5409	507/282-4961	2 years

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INSERVICE EDUCATION COMMISSION

NAME	ADDRESS	CLASSIFICATION	TELEPHONE NUMBERS BUSINESS	HOME	TERM OF OFFICE
Richard Pederson, Chairman	Elgin-Millville Public Schools Elgin, Minnesota 55932	Principal	507/876-2212	507/876-2656	1 year
Mike Donahue	Zumbrota Public Schools 705 Mill Street Zumbrota, Minnesota 55992	Special Education Director	507/732-5200	507/732-7378	2 years
Dennis Glynn	Faribault Public Schools 315 Fourth Avenue N.W. Faribault, Minnesota 55021 20 Street James Bay Faribault, Minnesota 55021	Central Office	507/334-5527	507/334-5907	1 year
Karen Peterson	West Concord Public Schools 500 Eugene Street West Concord, Minnesota 55985	Teacher	507/527-2211	507/527-2713	2 years
John Phillippe	520 North Elm LaCrescent, Minnesota 55947	SMECSU Board	507/895-2373	507/895-2328	

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LIAISON COMMISSION

NAME	ADDRESS	CLASSIFICATION	TELEPHONE NUMBERS BUSINESS	HOME	TERM OF OFFICE
L. E. Hillesland, Chairman	Stewartville Public Schools 500 Fourth Street S.W. Stewartville, Minnesota 55976	Assistant Superintendent	507/533-8444	507/533-8898	2 years
Gary Birmingham	580 West Avenue Zumbrota, Minnesota 55992	SMECSU Board	612/941-3762	507/732-5233	
Robert Boyd	Wabasha Public Schools 611 Broadway Wabasha, Minnesota 55981	Principal	612/565-3559	612/685-4977	1 year
Donald Overlie	Owatonna Public Schools 140 East Mill Street Owatonna, Minnesota 55060 707 17th Street N.E. Owatonna, Minnesota 55060	Media Specialist	507/451-4710	507/451-9403	1 year
Fred Pehler	Claremont Public Schools Claremont, Minnesota 55924	Teacher	507/552-3661	507/282-6565	2 years

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RESEARCH AND DATA COMMISSION

NAME	ADDRESS	CLASSIFICATION	TELEPHONE NUMBERS BUSINESS	HOME	TERM OF OFFICE
LeRoy Henning, Chairman	Claremont Public Schools Claremont, Minnesota 55924	Superintendent	507/528-3661		1 year
James Albright	120 North High Lake City, Minnesota 55041	SMECSU Board	612/345-4571	612/345-3422	
Kenneth Doty	West Concord Public Schools 500 Eugene Street West Concord, Minnesota 55985	Superintendent	507/527-2212	507/527-2460	1 year
Earl Gransee	Elgin-Millville Public Schools Elgin, Minnesota 55932	Principal	507/876-2213	507/876-2506	2 years
Larry Pratt	Stewartville Public Schools 500 Fourth Street S.W. Stewartville, Minnesota 55976	Teacher	507/533-4261		2 years

PLANNING COMMISSION

NAME	ADDRESS	CLASSIFICATION	TELEPHONE NUMBERS BUSINESS	HOME	TERM OF OFFICE
L. M. Johnson, Chairman	LaCrescent Public Schools Lancer Boulevard LaCrescent, Minnesota 55947 400 South Seventh Street LaCrescent, Minnesota 55947	Superintendent	507/895-4484	507/895-2705	1 year
John Gregoire	St. Charles Public Schools Highway 14 East St. Charles, Minnesota 55972	Counselor-Teacher	507/932-4420	507/932-4437	1 year
Ron Marschel	Owatonna Public Schools 140 East Mill Owatonna, Minnesota 55060 205 Willow Street Owatonna, Minnesota 55060	Teacher	507/451-4710	507/451-9426	2 years
Duane Petersburg	Claremont Minnesota 55924	SMECSU Board	507/528-3950	Same	

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APPENDIX G

SMECSU BY-LAWS

These By-Laws were approved by the membership on May 25, 1977. Prior to this time the organization functioned under a tentative set of by-laws which were drafted by the Task Force described in Section II of Appendix B of the document. The tentative by-laws were printed in the Resource Information On the Proposed Southeast Minnesota Educational Cooperative Service Unit.

BY-LAWS

SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT

ARTICLE I

PREAMBLE

The name of this organization shall be the Southeast Minnesota Educational Cooperative Service Unit (hereafter referred to as SMECSU in this document). This organization is a public agency established by an act of the 1976 Legislature of the State of Minnesota. These by-laws are based on that statute (Minnesota Statute Chapter 8, 1976) to form an organizational structure for the organization.

The mission of the SMECSU shall be to extend the declared policy of the State to make general and uniform educational opportunities available to all school children. This mission encourages cooperative efforts which make available to all students of Southeast Minnesota those educational programs and services which may most efficiently and economically be provided by a consortium effort of several school districts.

Further, the mission of the SMECSU shall be consistent with the enabling legislation providing for its creation: "(PURPOSE OF ECSU). The primary purpose of designation as an ECSU shall be to perform educational planning on a regional basis and to assist in meeting specific educational needs of children in participating school districts which could be better provided by an ECSU than by the districts themselves. The ECSU shall provide those educational programs and services which are determined, pursuant to Subdivision 8, to be priority needs of the particular region and shall assist in meeting special needs which arise from fundamental constraints from individual school districts". Minnesota Statute, Chapter 8, 1976, Subdivision 3.

The SMECSU shall concern itself with five cooperative educational domains. These are:

1. Cooperative educational services and programs for children.
2. Cooperative inservice education for individual school district personnel.
3. Research and data for individual school district decision making.
4. Inter-Agency/Inter-District liaison for school districts.
5. Educational planning for school districts in the region.

Section 1: Cooperative Education Services and Programs. The SMECSU shall provide those educational services and programs for children in the region which member school districts determine can best be provided on a cooperative basis. Some activities may include, but are not limited to, administrative services, cooperative buying, curriculum development, educational services for the gifted and handicapped, supplemental programs and services in those areas of special need or for areas of low incidence of pupils and enrollments.

Section 2: Inservice Education. The SMECSU shall provide inservice education opportunities for school district personnel in the region which member school districts determine can best be provided on a cooperative basis. These opportunities may include, but not be limited to, training, re-training, updating and staff development of certified personnel, non-certified personnel, school board members and parents.

Section 3: Research and Data. The SMECSU shall collect data and conduct research which member school districts can determine as needed, to assist them and their boards and administrators in effective decision-making.

Section 4: Inter-Agency/Inter-District Liaison. The SMECSU shall provide an organizational structure for cooperation and liaison as determined by member school districts. This liaison may include, but not be limited to relationships among existing member school districts and educational agencies, cooperatives, regional or state governmental units, and school districts in the region for the purpose of facilitating maximum utilization of programs and services provided by said organization and which will provide for effective communication.

Section 5: To Include Educational Planning. The SMECSU shall provide a data base and organizational framework which will facilitate long-range planning for school districts in the region as determined by member school districts. These activities may include, but not be limited to, the assisting of member and participating school districts in comprehensive educational program and facility planning which will result in effective and efficient utilization of human and fiscal resources.

Section 6: Definitions. The following terms shall have the meanings hereinascribed to them, unless the context in which they are used clearly indicates a different meaning:

A. "ECSU" means Educational Cooperative Service Unit as established by the Minnesota Statute (Chapter 8).

B. "SMECSU" means the ECSU organization located in the eleven-county, Southeast Minnesota area referred to as "Region 10" by the Minnesota Planning Commission.

C. "Member" means each school district which has paid membership dues in SMECSU. This includes active and associate members as defined in Article II, Section 1 and 2.

D. "Participant" refers to non-member school districts who are participating on a limited basis in the planning and research functions.

ARTICLE II

MEMBERSHIP AND PARTICIPATION

Section 1: Active Membership. Active membership in the SMECSU is open to all public school systems whose main administrative offices are located within one of the following eleven counties (known as Development Region 10): Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, Wabasha and Winona and who elect to pay the membership service fee which is their proportionate share of any and all administrative, planning, operating, or capital expenses incurred or to be incurred by the SMECSU. Active members have full participation and voting rights and privileges.

Section 2: Associate Membership. Associate membership is open to non-public school administrative units within the SMECSU region. Those units desiring associate membership shall pay an associate membership service fee which is their proportionate share of any and all administrative, planning, operating, or capital expenses incurred or to be incurred by the SMECSU. Associate members shall have the same rights and privileges as the "active" member except they cannot vote nor can they hold offices in the SMECSU. Non-public school students and personnel may participate in programs and services to the extent allowed by law.

Section 3: Participants. All public school districts within this eleven-county area (Section 1 of this Article) will be included in the planning and research functions of the SMECSU. "Participating" school districts are not active or associate SMECSU members because they have not paid the membership service fee. However, they may participate in planning and research meetings but may not vote nor hold office in the SMECSU. No planning or research decision of this SMECSU, however, shall be binding on the local school districts of this region without their consent.

Section 4: Withdrawal From SMECSU Membership. A public school district or non-public school administrative unit may elect to withdraw from membership by a majority vote of its full board and upon compliance with the applicable withdrawal provisions of the SMECSU By-Laws and Minnesota Statute Chapter 8, 1976, Subdivision 9(c). Upon receipt of the withdrawal resolution reciting the necessary facts, the SMECSU Board shall file a certified copy with the State Board of Education. The withdrawal shall be effective June 30 following receipt by the SMECSU Board of written notification of the withdrawal at least six months prior to June 30. Notwithstanding the withdrawal, the proportionate share of any expenses already certified to the withdrawing school district or non-public school administrative unit for the SMECSU shall be paid to the SMECSU Board.

ARTICLE III

ORGANIZATION AND GOVERNANCE

Section 1: Legal Address. The legal address of the SMECSU shall be the business office of the Executive Director hired by the Board.

Section 2: Governing Board. The care, management, and control of the SMECSU shall be vested in a Board of Directors composed of eleven members elected at large from the SMECSU area. Members of the SMECSU Board of Directors shall be current members of school boards of school districts in active membership. Election to the Board of Directors shall be by vote of all school board members of active membership school districts with each school board member having one vote. The term of office for members of the Board of Directors shall begin on July 1 for a three-year term. Elections shall occur after the third Thursday in May but not later than June 15. The initial election to the Board shall be governed by Section 5(b) of the Minnesota Statute Chapter 8, 1976.

A. A vacancy on the Board which results in an unexpired term shall be filled by appointment by the Board of Directors until such vacancy can be filled at the next annual election.

B. Nomination papers in behalf of the candidate for members of the Board of Directors of SMECSU shall be filed with the Executive Director of the SMECSU after the third Wednesday of April, but not later than the third Wednesday of May. Each candidate shall be nominated by a petition signed by a majority of the school board members of a district holding active membership. Such petitions shall identify the district from which a candidate is to be elected, the name of the candidate, that he or she is a resident of the named area, and a brief resume of the candidate's background and experience.

C. The Board of Directors of the SMECSU shall cause to be printed the ballots for election of members of such Board. These ballots shall be delivered to the superintendent with written notification to the Board Chairpersons of the member school districts not later than June 1st. The ballots shall be printed in a form conforming to state laws concerning election of school board members. Each school district shall receive sufficient number of ballots for use by each member of the school board of that district.

D. The Board of Directors of the SMECSU shall meet and organize on the second Thursday in July each year. At this meeting, the SMECSU Board shall choose its officers, establish its meeting dates for the year, appoint up to three superintendents of active member school districts within the SMECSU to serve as ex-officio, non-voting members of the Board, and conduct any other organizational business.

E. The officers of the SMECSU Board shall be a chairperson, vice-chairperson, clerk and treasurer (no two of whom shall be from the same school district). The duties of the officers shall be such as are implied by their respective titles and such as are specified in these By-Laws.

1. Chairperson

(a) He/she shall preside at all meetings of the Board of Directors.

(b) He/she shall be a member ex-officio of all committees, and as such, shall be entitled to have notice of all committee meetings.

(c) He/she shall sign all contracts and agreements approved by the Board of Directors.

(d) He/she shall represent the Board of Directors in all matters.

(e) He/she shall perform such other duties as may be assigned to him/her by the Board of Directors or by action of the membership in general session.

2. Vice-Chairperson

(a) The vice-chairperson shall discharge such functions as may be assigned him/her by the chairperson or by the Board of Directors.

(b) The vice-chairperson shall discharge the duties of the chairperson in the event of the latter's absence or disability, and in the event the office of chairperson becomes vacant, the vice-chairperson shall automatically serve as chairperson until the next regular election.

3. Clerk

(a) The clerk shall keep the minutes of the Board of Director meetings and regular and special meetings of the membership.

(b) At each regular, special, and Board of Directors meeting, he/she shall present the minutes of the previous meeting for approval.

(c) He/she shall sign all contracts and agreements covered by the Board of Directors or membership.

(d) He/she shall direct and inspect all records and reports required of the Clerk which shall be prepared by the staff as directed by the Board of Directors.

(e) He/she shall undertake such other duties as may be assigned by the Board of Directors.

4. Treasurer

(a) The Treasurer shall receive, hold in custody and expend funds as directed by the Board of Directors.

(b) He/she shall execute a surety bond acceptable to the Board of Directors before entering upon the duties of his/her office.

(c) As soon as practicable he/she shall deposit funds in the depository designated and approved by the Board of Directors.

(d) He/she shall direct and inspect all records and reports required of the Treasurer which shall be prepared by the staff as directed by the Chairperson.

(e) He/she shall sign all orders upon the Treasurer approved by Board of Directors thereby converting the orders into checks.

(f) He/she shall detail records of all other orders processed by the Board of Directors.

(g) He/she shall review the financial records of the SMECSU monthly and submit a treasurer's report to the Board of Directors at each of its monthly meetings.

(h) He/she shall be responsible for a detailed account of all financial business of the Board of Directors and prepare an Annual Report of receipts and expenditures.

(i) He/she shall undertake such other duties as may be assigned by the Board of Directors.

F. A member of the SMECSU Board shall have the same liability applicable to a member of an independent school board.

Section 3: Duties and Powers of the Board of Directors. The Board of Directors shall have authority to maintain and operate the SMECSU. Subject to the availability of necessary resources, the powers and duties of this Board shall include the following:

A. The Board of Directors shall submit by June 1 of each year to the State Board of Education and to each member and associate member school district an annual plan which describes the objectives and procedures to be implemented in assisting in resolution of the educational needs of the SMECSU area.

B. The SMECSU Board of Directors shall have the authority to provide adequate office, service center and administrative facilities by lease, purchase, gift or otherwise, subject to the approval of the State Board of Education as to the adequacy of the facilities proposed.

C. The SMECSU Board of Directors may employ an Executive Director and other personnel as necessary to provide and support the agreed upon programs and services. The Board may discharge staff and personnel pursuant to provisions of law applicable to independent school districts. SMECSU staff and personnel may participate in retirement programs and any other programs available to public school staff and personnel.

D. The SMECSU Board of Directors may appoint special committees composed of superintendents, central office personnel, building principals, teachers, parents and lay persons to assist the Board in its decision making.

E. The SMECSU Board of Directors may employ service area personnel pursuant to certification standards developed by the State Board of Education and the teacher standards and certification commission.

F. The SMECSU Board of Directors may enter into contracts with school boards of local districts including school districts outside the SMECSU area.

G. The SMECSU Board of Directors may enter into contracts with other public and private agencies and institutions which may include, but are not limited to, contracts with Minnesota institutions of higher education to provide administrative staff and other personnel as necessary to furnish and support the agreed upon programs and services.

H. The SMECSU Board of Directors shall exercise all powers and carry out all duties delegated to it by participating local school districts under provisions of the SMECSU By-Laws. The SMECSU Board of Directors shall be governed, when not otherwise provided, by the provisions of law applicable to independent school districts of the state.

I. The SMECSU Board of Directors shall submit an annual evaluation report of the effectiveness of programs and services to the school districts within the SMECSU and the State Board of Education by September 1 of each year following the school year in which the program and services were provided.

J. The SMECSU Board may establish cooperative, working relationships with post-secondary educational institutions in the state.

K. The Board of Directors shall appoint an administrative officer for the SMECSU with the title of "Executive Director" and such number of project supervisors (assistant directors) as may be deemed necessary. The Board shall also fix the salary and conditions of employment of such officers, which shall include reasonable and necessary expenses, vacation and sick leave. The Executive Director shall, under the direction of the Board, exercise the following powers and duties:

1. Act as executive officer of the Board.

2. Preside in the organizational meeting of the SMECSU Board of Directors in July, and transmit to the State Commissioner of Education within two weeks following such meeting a certified copy of the preceding of organization, including the schedule of regular meetings and names and addresses of all members of the Board of Directors.

3. Attend all regular and special meetings of the SMECSU Board and advise the Board on all questions under consideration.

4. Serve as ex-officio member on all advisory committees and/or councils and committees established by the Board of Directors.

5. Provide for the keeping of minutes of all meetings of the regular Board recording all procedures and official actions and keeping such of the records as may be necessary for complete information regarding member schools.

6. Act for the SMECSU Board of Directors as the custodian of records, reports, documents, correspondence, educational equipment and supplies, and other property and maintain inventories and indices.

7. Prepare and present the business to be acted upon at meetings of the Board.

8. Prepare the annual reports and evaluations as required by these By-Laws and the Chapter 8, 1976 Statute.

9. Prepare and submit an itemized budget for approval of the Board.

L. The Board of Directors shall meet regularly once each month and at special meetings at the call of the chairperson or any three members of the Board.

1. An agenda shall be sent to each member at least five days prior to the meeting of the Board. Matters of an emergency nature not on the agenda may be considered at the time of the meeting by consent of three-fourths of all Board of Director members present.

2. A quorum at any meeting of members of the Board shall consist of a majority of the elected Board of Directors.

3. The order of business at the Board meetings shall be as follows:

(a) Determination of a quorum and call to order.

(b) Approval of minutes of previous meetings.

(c) Acceptance of receipts and approval of expenditures.

(d) Unfinished and old business.

(e) Hearing of individual delegations and presentation of petitions.

(f) Reports of the Executive Director and any special committees or advisory councils.

(g) Presentation of written communications.

(h) New business.

(i) Adjournment.

4. The meetings of the Board at which official action is taken shall be public meetings and no person shall be excluded therefrom.

ARTICLE IV

MEETINGS OF MEMBERS

Section 1: Annual Meeting. An annual meeting of the active members shall be held the fourth Wednesday in May and at such place as the Board of Directors shall designate. An agenda shall be sent to each member school district at least ten days prior to the annual meeting. All matters to be acted thereon shall be submitted in writing to the SMECSU Executive Director no later than fifteen days prior to such meeting. To the extent that the same may be reasonably possible, matters submitted in the form of a resolution, shall appear on the agenda in the form prepared and proposed.

Section 2: Special Meetings. Special meetings of members may be called by the Board of Directors or by petition of any five active school district members. The call for the special meeting must state the business to be transacted and no business shall be transacted other than that specified in the call.

Section 3: Meeting Notice. Notice of the annual or special meetings shall be given by written notice deposited in the United States Post Office by first class mail addressed to the address of each member school district at least ten days before such meeting.

Section 4: Voting. Each member school district shall be entitled to one voting representative to the annual and special meetings. This voting representative shall be a school board member. Appointment shall be made by the school board of the member and shall be communicated to the SMECSU Executive Director before the start of the meeting. Each active member school district may also designate alternates for each representative and notify the SMECSU Executive Director as to their selection in like manner.

Section 5: Quorum. A quorum of any meeting of the membership shall be established at 50 percent of the total active membership plus one.

Section 6: Rules of Order. The business of the meetings shall be conducted under Robert's Rules of Order. The latest edition of Robert's Revised Rules of Order govern meetings of the membership. Rules may only be changed by mutual agreement of a majority of those voting members present.

ARTICLE V

STANDING COMMITTEES

Section 1: Advisory Committee. The Board of Directors shall appoint an Advisory Council of twenty-two members. The purpose of this group shall be to provide advice and council to the Board of Directors on the SMECSU's: mission, programs, services, and general operation. It shall serve as an "external review" body to the SMECSU and provide the Board of Directors with an annual evaluation at their June meeting of the Board.

This Council shall be composed of five (5) superintendents, two (2) central office administrators or district-wide specialists, two (2) principals, two (2) classroom teachers, four (4) school board members, four (4) lay persons, and three (3) parents. At least 80 percent of the members of this Council must be from SMECSU member districts. No member shall serve on any other standing committee of the SMECSU.

In so far as possible each county in the SMECSU area shall have at least one representative on this Council; no county shall have more than four (4) members; and no school administrative until shall have more than two (2) members on this Council.

Term of office shall be for two years (except that for the first year half will serve one-year terms). Appointments shall be made from a list of nominations from SMECSU area school districts. The Board of Directors shall fill all vacancies at the next regular Board meeting after notification of vacancy. No member shall serve more than two consecutive terms.

Section 2: By-Laws Committee. The Board of Directors shall appoint a four-member By-Laws Committee. The purpose of this committee shall be to: initially design By-Laws and present them to the member districts for approval. After this one-time task is completed, this Committee shall annually (and periodically as needed) review the By-Laws and make recommendations for change and updating. These recommendations shall be presented to the Board of Directors and to the membership for approval.

This committee shall be composed of two (2) members of the Board of Directors, one (1) superintendent from a member school, and one (1) other member school administrator (either superintendent, principal, or central office). All members must represent different schools. One of the SMECSU Board of Director members shall serve as chairman.

Term of office shall be for two years (except that for the first year, half will serve one-year terms). Appointments shall be made from a list of nominations from SMECSU member schools only. The Board of Directors shall fill all vacancies at the next regular Board meeting after notification of vacancy. No member shall serve more than two consecutive terms.

Section 3: Commissions. The Board of Directors shall appoint three operational commissions each of which shall meet a minimum of three times during the operational year. The initial meeting shall be prior to October 1 annually. The purpose of each of these commissions is described below as well as the composition of their members. Term of office shall be for two years (except that two members shall be appointed to a one-year term for the first year). Appointment shall be made from a list of nominations from member schools. The Board shall fill all vacancies at their next regular meeting after notification of vacancy. All members must represent different schools. No member shall serve more than two consecutive terms on the same commission. Each chairperson shall appoint Task Forces as needed.

A. Planning, Research and Communication Commission

...shall develop an organizational framework which will facilitate comprehensive planning, research and communication for school districts in the region as well as for the organization and activities of SMECSU. This commission shall provide guidance and counsel to the SMECSU staff in its planning functions as provided in the annual program of work and in the development of that program of work for the coming year.

The Planning function may involve the establishment and maintenance of a responsive organizational structure for SMECSU as well as the coordination and planning of SMECSU activities. This planning includes administrative as well as program concerns and issues. Administrative planning items shall be developed with the SMECSU staff and recommendations referred to the Board of Directors through the Executive Director. All activity planning items shall be reviewed, discussed, researched and referred with a recommendation to either the Programs and Services Commission or Inservice Education Commission.

The Research function may involve gathering data which will facilitate decision-makers for SMECSU or local school districts. It shall provide guidance and counsel to the SMECSU staff in the coordination of data collection and reporting. Research problems may include needs assessments for programs and/or services in consideration, educational program research and evaluation, school district operational data, etc.

The Communication function may involve planning and establishing of liaison relationships. It shall provide guidance and counsel to the SMECSU staff in the development of liaison and communication activities between and/or among existing and future educational agencies, cooperatives, regional or state governmental units, and school districts in the area for the purpose of facilitating maximum utilization of programs and services as provided by said organizations.

The Planning, Research and Communication Commission shall consist of eleven members from SMECSU member schools. It shall be chaired by a member school superintendent. Other members of the Commission shall be: the Chairperson of the Programs and Services Commission, the Chairperson of the Inservice Education Commission, the Chairperson of the Advisory Council, one representative from the SMECSU Board of Directors, two central office personnel or principals, and four teachers.

Agenda items for this commission may be initiated by the Chairperson, the SMECSU Executive Director, the Board of Directors, the Chairperson of the Programs and Services Commission, the Chairperson of the Inservice Education Commission, or any member of this commission.

B. Services and Programs Commission

...shall develop those educational services and programs for children in the SMECSU area which participating districts determine can best be provided on a cooperative basis. This commission shall provide guidance and counsel to the SMECSU staff in the development and operation of services and programs provided in the program of work. This will include: needs assessment, development of proposed programs and services, administration of developed programs and services evaluation, and the development of an annual work plan for Educational Services and Programs for Children.

This five-member commission shall be chaired by a member school superintendent. Other commission members shall be: one representative from the SMECSU Board of Directors, two other member school administrators (superintendent, principal or central office) and one teacher from a member school.

C. Inservice Education Commission

...shall develop inservice education for school district personnel in the SMECSU area which participating school districts determine can best be provided on a cooperative basis. This commission shall provide guidance and counsel to the SMECSU staff in the development and operation of inservice programs. This will include: needs assessment, resources assessment, promotion, evaluation, and the development of an annual work plan for inservice education.

This five-member commission shall be chaired by a member school superintendent. Other commission members shall be: one representative from the SMECSU Board of Directors, one other member school administrator (superintendent, principal, central office), one non-certified staff representative from a member school, and one teacher from a member school.

ARTICLE VI

FINANCIAL SUPPORT

The financial support for SMECSU programs and services shall be provided by participating local public and non-public school administrative units with private, state and federal support supplementing as available. The SMECSU Board of Directors shall establish a fee structure for member schools which reflects administrative, planning, operating, or capital expenses incurred or to be incurred, and assessed and certified to each school district as a proportionate share of any and all expenses. In addition, the Board of Directors shall establish a contract fee structure for all programs and services which shall be assessed only to member districts desiring to contract for said services on a proportionate basis.

Any property acquired by the SMECSU Board of Directors is public property to be used for essential public and governmental purposes which shall be exempt from all taxes and special assessments levied by city, county, state or political subdivision thereof.

The SMECSU is a public corporation and agency and its Board of Directors may make application for, accept and expend private, state and federal funds that are available for programs of educational benefit approved by the State Board of Education in accordance with the regulations adopted by the State Board of Education pursuant to Minnesota Statute, Chapter 15. The State Board of Education shall not distribute special state aid or deferral aid directly to the SMECSU in lieu of distribution to a school district within the SMECSU which would otherwise qualify for and be entitled to this aid without the consent of the school board of that district.

The fiscal year shall commence on July 1 and end on June 30 of each year. The Board of Directors shall employ qualified accountants for the purpose of conducting an annual audit of the records. The regulations appropriate to independent school districts shall govern audit procedures.

ARTICLE VII

GENERAL PROVISIONS

Section 1: Amendments. These By-Laws may be amended by the affirmative vote of 70 percent of the members present at any meeting of the total membership, provided that substance of the proposed amendment shall have been submitted in writing to all members at least ten days prior to any such meeting.

These By-Laws were approved by vote of the full membership of the SMECSU at the Annual Meeting on May 25, 1977.

Executive Director — Date: May 25, 1977

SMECSU Chairperson — Date: 25 May 77

SMECSU Clerk — Date: May 25, 1977

APPENDIX H

1976-1977 SMECSU BUDGET

1976-1977
SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT
FISCAL BUDGET

I.	ASSETS		
	1. Beginning balance in General Administrative Fund	$ 0.00	
	2. Beginning balance in Program Operation Fund	0.00	
	3. Legislative Appropriation (General Administrative Fund)	45,450.00	
	4. Program Operation Income	7,469.00	
	Total Assets		$52,919.00
II.	LIABILITIES		
	1. General Administrative Fund Expenditures	$45,450.00	
	2. Program Operation Fund Expenditures (above income)	2,469.00	
	3. Ending balance in General Administrative Fund	0.00	
	4. Ending balance in Program Operation Fund	5,000.00	
	Total Liabilities		$52,919.00

1976-1977
SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT
PROGRAM OPERATION FUND

I.	ANTICIPATED INCOME		
	1. Basic Membership Fees	$ 7,469.00	
	2. Contracts For Program Services (Income)	-?-	
	Total Anticipated Income		$ 7,469.00
II.	ANTICIPATED LIABILITIES		
	1. Program Services Expenditures (Above Income)	$ 2,469.00	
	2. Program Development Reserves	5,000.00	
	Total Anticipated Liabilities		$ 7,469.00

1976-1977
SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT
GENERAL ADMINISTRATIVE FUND

I.	ANTICIPATED INCOME		
	1. Legislative Appropriation	$45,450.00	
	Total Anticipated Income		$45,450.00
II.	ANTICIPATED EXPENDITURES		
	1. Executive Director (70 percent of Dean Swanson)	$12,632.81	
	-Fringe @ 19 percent	2,400.24	
	2. Clerical Support (70 percent of Judy Scherr)	4,903.50	
	-Fringe @ 17.5 percent	858.11	
	3. Travel		
	-In-State Travel	1,200.00	
	-Out-of-State Travel	350.00	
	4. Telephone	600.00	
	5. Office Supplies	500.00	
	6. Equipment		
	-Typewriter	635.00[1]	
	7. Office Space		
	-200 Square feet @ actual cost	1,000.00[2]	
	8. Newsletter		
	-Printing and Paper	650.00	
	9. Postage	1,350.00	
	10. Program Development	16,000.00	
	A. Educational Services and Programs for Children		
	1. SMECSU area directory of educational services and programs	$ 400.00	
	2. Needs assessment for educational services and programs	200.00	
	3. Educational services and programs clearinghouse	400.00	

4.	Development of educational services and programs	$3,200.00
	a. possible cooperative media library	
	b. possible audio-visual services center	
	c. possible cooperative purchasing	
	d. possible shared consultants	
5.	"CESAP" Commission member expenses	700.00
Total		$4,900.00

B. Inservice Education For Individual School District Personnel

1.	Needs assessment	$ 200.00
2.	In-service program underwrite	
	a. SMECSU-generated (Administrators Invitational Conference)	2,000.00
	b. Non-SMECSU programs	3,000.00
3.	In-service education clearinghouse function	100.00
4.	"ISE" Commission member expenses	700.00
Total		$6,000.00

C. Research and Data For Individual School District Decision Making

1.	Data systems survey	$ 200.00
2.	Research needs assessment	200.00
3.	Research projects	1,600.00
	a. possible financing study	
	b. possible staffing study	
4.	"RAD" Commission member expenses	700.00
Total		$2,700.00

D.	Inter-Agency/Inter-District Liaison For School Districts			
	1. Liaison needs assessment	$ 200.00		
	2. Establishment of SMECSU area education inter-district/inter-agency advisory committee on information systems	100.00		
	3. SMECSU communication (on-going monthly communication, introductory brochure, etc.)	500.00		
	4. "IADL" Commission member expenses	700.00		
Total		$1,500.00		
E.	Educational Planning For School Districts in the Region			
	1. Education planning needs assessment	$ 200.00		
	2. "EP" Commission member expenses	700.00		
Total		$ 900.00		
11.	Organizational Maintenance		2,370.34	
	A. Membership Development and Retention	$ 500.00		
	B. Constitution and By-Laws Committee Expenses	500.00		
	C. Board of Directors Expenses	1,370.34		
Total Anticipated Expenditures				$45,450.00

APPENDIX I

SMECSU ADVISORY COUNCIL EVALUATION INSTRUMENT

SMECSU ADVISORY COUNCIL EVALUATION

SMECSU has now completed its first year of operation here in southeast Minnesota. This year was one of development, organization, and assessment. The time has come to reflect on this year and the SMECSU's establishment of its organizational and operational framework. How well has it organized? To what extent has it served the needs identified?

One effective way to evaluate an organization is to ask its customers or its community. The SMECSU Advisory Council is a sample of SMECSU's community as it represents the consumers of the organization's services. Therefore, consistent with the concept of "planning, evaluating, and reporting", we are asking each member of the Advisory Council for "community" input and to respond to the various questions below to help in the evaluation process for the organization.

Use the scale below to indicate your response:

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

Circle one of these responses for each question.

Membership:
Twenty-four (24) schools joined SMECSU during the first year. Twenty-three of these 54 public schools in the eleven county area are included.

1. This is a good start for the first year. SD D U A SA

2. More non-public schools should be encouraged to join. SD D U A SA

3. A membership of 30 public schools for '78-'79 is a reasonable goal. SD D U A SA

4. Non-public schools should be charged a membership fee on the exact basis as public schools. SD D U A SA

5. Membership dues are reasonable. SD D U A SA

Governance:
The eleven member elected board is charged with the governance of the SMECSU. Each member serves a three year term and must be a current school board member from a member school. In addition to the elected board, three superintendents serve as ex-officio board members.

6. The board is well balanced geographically. SD D U A SA

7. The board is well balanced in school size represented. SD D U A SA

8. The board has done an acceptable job in governing the affairs of the SMECSU. SD D U A SA

Staffing:
The Board of Directors contracted with the University of Minnesota, Rochester Center for its staffing needs. Executive Director Dean Swanson was hired for 70% time. Principal Secretary Judy Scherr was hired for 50% time. The last five months Elaine Miller and Rebecca Schrader were each hired at 50% time to assist in the areas of program development and services.

9. This amount of staffing seemes adequate. SD D U A SA

10. This contract for staffing services should be continued. SD D U A SA

11. The leadership provided by the Executive Director was adequate. SD D U A SA

12. The board is allocating an appropriate amount of the budget for "personnel." SD D U A SA

13. More staff will be needed as services are increased. SD D U A SA

Organizational Framework:
SMECSU has developed an organizational structure to provide for member involvement and input.

14. The revised organizational chart is better than the first model. SD D U A SA

15. The revised organizational chart seems to provide an effective model for operation. SD D U A SA

16. This organizational structure provides for effective decision making. SD D U A SA

17. The communication and flow of information to the membership is adequate. SD D U A SA

18. The size of the commissions is adequate. SD D U A SA

19. The By-Laws are adequate. SD D U A SA

20. The involvement of member schools in the operation of SMECSU is about right. SD D U A SA

21. The"SMECSU Briefs" does an adequate job of communicating to the membership. SD D U A SA

22. The membership on the commissions and committees is an adequate cross-section of the member school personnel. SD D U A SA

Member School Needs Assessment:
A member school needs assessment was conducted last fall. A full report of the results was provided to all commission/council/committee members and member schools.

23. The needs assessment was an adequate sample of member school district needs. SD D U A SA

24. This needs assessment provided necessary information. SD D U A SA

25. The results of the needs assessment indicate that SMECSU's service development is "on target." SD D U A SA

26. A similar needs assessment is needed each year. SD D U A SA

Commissions/Council/Committees:
The By-laws established three major commissions, a By-laws committee and an Advisory Council. Member schools nominate persons for these posts and the SMECSU Board appoints persons from these nominations.

The By-laws Committee:

27. ....was about the right size SD D U A SA

28. ....adequately defined the role SD D U A SA

29. ....performed adequately SD D U A SA

The Advisory Council:

30. ....was about the right size SD D U A SA

31. ....adequately defined the role SD D U A SA

32. ....performed adequately SD D U A SA

The Planning Commission:

33. ....was about the right size SD D U A SA

34. ....adequately defined the role SD D U A SA

35. ....performed adequately SD D U A SA

The Liaison Commission:

36. ....was about the right size SD D U A SA

37. ....adequately defined the role SD D U A SA

38. ....performed adequately SD D U A SA

The Research and Data Commission:

39. ....was about the right size SD D U A SA

40. ....adequately defined the role SD D U A SA

41. ....performed adequately SD D U A SA

The Programs and Services Commission:

42. ....was about the right size SD D U A SA

43. ....adequately defined the role SD D U A SA

44. ....performed adequately SD D U A SA

The Inservice Education Commission:

45. ....was about the right size SD D U A SA

46. ....adequately defined the role SD D U A SA

47. ....performed adequately SD D U A SA

Services and Programs:
During the first year SMECSU began cooperative purchasing, coordinated a PER demonstration grant, began a local contact with the (MINE) Minnesota Information Network for Education, wrote a CQE proposal, provided light inservice education opportunities, conducted a member school needs assessment, completed school planning impact study and developed a liaison with the State Department of Education and the legislature.

48. This level of activity and service was adequate for the first year. SD D U A SA

49. The activity and services were economical. SD D U A SA

50. The activities and services saved dollars for member schools. SD D U A SA

51. "Equity" among the membership was maintained in the delivery of these services and activities. SD D U A SA

Future Directors?
The Board of Directors have approved the plan of work for next year.

53. The '78-'79 plan of work is "on target" SD D U A SA

54. SMECSU should play an extensive role in school district planning as outlined by the legislature. SD D U A SA

55. The Advisory Council should meet quarterly. SD D U A SA